

April 26, 2012

MEMORANDUM

TO: University Senate Members

FROM: Eric Kasischke
Chair of the University Senate

SUBJECT: University Senate Meeting on Thursday, May 3, 2012

The next meeting of the University Senate will be held on Thursday, May 3, 2012. The meeting will convene at **3:15 p.m.**, in the **Atrium of the Stamp Student Union**. If you are unable to attend, please contact the Senate 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. Election of the Chair-Elect
3. Approval of the April 19, 2012 Senate Minutes (Action)
4. Report of the Outgoing Chair, Eric Kasischke
5. Special Elections (Action) – *Ballots will be distributed at the meeting.*
 - i. Senate Executive Committee
 - ii. Committee on Committees
 - iii. Athletic Council
 - iv. Council of University System Faculty (CUSF)
 - v. Campus Transportation Advisory Committee (CTAC)

Committee Reports

6. 2012 Campus Safety Report (Senate Doc. No. 11-12-38) (Information)
7. PCC Proposal to Rename the “Community Health Education” Master of Public Health Area of Concentration to “Behavioral and Community

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

- Health” (Senate Doc. No. 11-12-39) (Action)
8. Amendment to Activation of the USM Clinical Faculty Titles (Senate Doc. No. 11-12-20) (Action)
 9. Special Order of the Day
Kevin Anderson
Director, Intercollegiate Athletics
Department of Intercollegiate Athletics’ Vision
 10. Special Order of the Day
Carlo Colella
Associate Vice President, Facilities Management
Purple Line Design Considerations on Campus
 11. New Business
 12. Adjournment

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

University Senate

April 19, 2012

Members Present

Members present at the meeting: 95

Call to Order

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

Approval of the Minutes

Chair Kasischke asked for additions or corrections to the minutes of the April 4, 2012 meeting. Hearing none he declared the minutes approved as distributed.

Report of the Chair

Committee Volunteer Period

Kasischke explained that the volunteer period for Senate standing committees was now open. He encouraged the campus community to volunteer to serve on a committee by going to www.senate.umd.edu. The deadline to volunteer is April 20, 2012.

Remaining Senate Meetings

Kasischke reminded Senators that this was the last business meeting of the semester for any outgoing Senators. The May 3, 2012 transition meeting will be for all continuing and incoming senators. Martha Nell Smith will take over, as Senate Chair, and the Senate will vote for its next chair-elect and elected committees. The names of candidates running for the various committees and their candidacy statements were distributed to incoming and continuing senators on April 12, 2012. The agenda and any additional materials for that meeting will be sent out on April 26, 2012. There will be two special orders at the May 3, 2012 meeting including a presentation on the Purple Line and a presentation from the Director of Athletics, Kevin Anderson.

Joint Task Force

Kasischke stated that the President and Senate are in the process of forming a Joint Task Force to Review the Sexual Harassment Policies and Procedures at the University. We hope to have the task force created within the next month so that it can begin work. The task force's recommendations will come to the Senate for review prior to being submitted to the President.

Timing

Kasischke reminded the Senate that the meeting had been extended to 5:30pm because of the large number of reports on today's agenda. The meeting will end at 5:30pm unless a motion to extend is approved by 2/3 of the Senate. Any agenda items that we do not have time to vote on will be transferred to the May 3, 2012 agenda. Any outgoing senators would no longer be able to vote on those reports.

Protocol

Kasischke reviewed Senate protocol to ensure an efficient discussion. All elected senators, deans, and non-voting ex-officios of the Senate may speak on a proposal when recognized by the Chair. Senate committee members may speak without introduction on reports from their committee. Anyone else wishing to speak must be introduced by a senator and granted permission to speak. After having spoken once, a speaker must wait until all others have spoken on the motion before speaking again. If a Senator introduces someone to speak, the Senator must wait until all others have had an opportunity to speak before introducing anyone else. Each time one is recognized to speak, the speaker must identify herself or himself for the record by stating name, constituency, and college. Kasischke also reminded everyone to limit comments so that those who would like to speak have the opportunity.

Committee Reports

Proposal to Encourage Mediation as a Method for Resolving Sexual Harassment Complaints (Senate Doc. No. 11-12-05) (Information)

Kasischke stated that the Proposal to Encourage Mediation as a Method for Resolving Sexual Harassment Complaints report was provided to the Senate as an informational item from the Equity, Diversity, and Inclusion (EDI) Committee. After a thorough review, the EDI Committee has agreed that no changes to current policy are necessary.

2012 Review of the Family Care Resource and Referral Service (Senate Doc. No. 11-12-36) (Action)

Adam Cabbage, Member of the Family Care Review Committee, presented the 2012 Review of the Family Care Resource and Referral Service and provided background information. He explained that the review committee is recommending continuation of the family care referral service for an additional year.

Kasischke opened the floor to discussion of the proposal; hearing none, he called for a vote on the proposal. The result was 73 in favor, 1 opposed, and 3 abstentions. **The motion to approve the proposal passed.**

**Proposed Policies for Parental Leave for Faculty (Senate Doc. No. 11-12-32)
(Action)**

Charles Fenster, Chair of the Faculty Affairs Committee, presented the Proposed Policies for Parental Leave for Faculty and provided background information. He explained that the committee is recommending creation of a new policy for parental leave and modified duty for faculty.

Kasischke opened the floor to discussion of the proposal; hearing none, he called for a vote on the proposal. The result was 76 in favor, 2 opposed, and 4 abstentions. **The motion to approve the proposal passed.**

Proposal to Change the Minimum Average in all Courses Applied to Undergraduate Major Requirements (Senate Doc. No. 11-12-31) (Action)

Robert Buchanan, Chair of the Academic Procedures & Standards Committee, presented the Proposal to Change the Minimum Average in all Courses Applied to Undergraduate Major Requirements and provided background information. He explained that the committee is proposing an amendment to the existing policy.

Kasischke opened the floor to discussion of the proposal.

Senator Rosenthal, Faculty, College of Arts & Humanities, made a motion to amend the recommendation as follows:

*Beginning with students matriculating in Fall 2012, to be awarded a baccalaureate degree, students must have a minimum C (2.00) cumulative grade point average across all courses used to satisfy major degree requirements, **minor requirements, and undergraduate certificate requirements**. Individual department, college, school, or program requirements may exceed this minimum.*

The motion was seconded.

Kasischke opened the floor to discussion of the amendment.

Senator Blagodarskiy, Undergraduate, Undergraduate Studies, asked who would be responsible for approving exceptions to the policy.

Provost Wylie responded that the Dean where the program was located would approve any exceptions.

Hearing no further discussion, Kasischke called for a vote on the amendment. The result was 81 in favor, 3 opposed, and 0 abstentions. **The motion to amend the proposal passed.**

Kasischke opened the floor to discussion of the proposal as amended; hearing none, he called for a vote on the proposal as amended. The result was 77 in favor, 1 opposed, and 3 abstentions. **The motion to approve the amended proposal passed.**

Revisions to the College of Education Plan of Organization (Senate Doc. No. 08-09-06) (Action)

Kenneth Fleischmann, Chair of the Elections, Representation, and Governance (ERG) Committee, presented the Revisions to the College of Education Plan of Organization and provided background information. He explained that the committee is recommending that the revised Plan of Organization be approved.

Kasischke opened the floor to discussion of the proposal; hearing none, he called for a vote on the proposal. The result was 80 in favor, 1 opposed, and 4 abstentions. **The motion to approve the proposal passed.**

Representation of the Department of Intercollegiate Athletics on the University Senate (Senate Doc. No. 11-12-23) (Action)

Kenneth Fleischmann, Chair of the Elections, Representation, and Governance (ERG) Committee, presented Representation of the Department of Intercollegiate Athletics on the University Senate and provided background information. He explained that the committee was recommending representation of the Director of Athletics and Coaches on the University Senate and the Head of the Coach's Council on the Campus Affairs Committee.

Kasischke opened the floor to discussion of the proposal.

Senator Tits, Faculty, College of Engineering, questioned whether the Chair of the Coaches' council would be a voting member of the committee.

Fleischmann confirmed that the representative would be a voting member.

Kasischke clarified that all ex-officios on senate committees are voting members unless otherwise specified in the Senate Bylaws.

Senator Walters, Faculty, College of Computer, Mathematical, and Natural Sciences, asked whether "coaches" included just head coaches or also assistant coaches.

Fleischmann stated that this recommendation would only apply to the head coaches. Assistant coaches are considered staff and, as such, already have representation on the Senate.

Hearing no further discussion, Kasischke called for a vote on the proposal and reminded the Senate that the proposal required a 2/3 vote in favor to amend the

Senate Bylaws. The result was 67 in favor, 15 opposed, and 5 abstentions. **The motion to approve the proposal passed.**

Proposal to Change the Committee on the Review of Student Fees (CRSF) Operating Procedure (Senate Doc. No. 11-12-12) (Action)

Rachel Cooper, Chair of the Student Affairs Committee, presented the Proposal to Change the Committee on the Review of Student Fees (CRSF) Operating Procedure and provided background information. She explained that the committee was recommending changes to the current operating procedures of the CRSF. She also noted that there was a minority report from those members not in agreement with the committee's recommendation.

Kasischke clarified that the options available to the Senate are to 1) approve the recommendations of the committee 2) reject the recommendations of the committee 3) return the report to the committee or 4) approve the recommendations of the committee and then make a separate motion to charge the committee with further consideration of the proposal.

Kasischke opened the floor to discussion of the proposal.

Senator Buchanan, Faculty, College of Agriculture & Natural Sciences, asked about the administrative burden on the CRSF as a result of this recommendation.

Cooper explained that units are already supposed to present to the CRSF but some do not. This recommendation just holds them accountable to doing so. Chair Kasischke asked Robert Platky, Assistant Vice President & Director, Office of Budget & Fiscal Analysis to respond to the question.

Platky stated that there are 17-18 units submitting proposals in the fall mandatory fee cycle. The meetings currently last 1 ½ - 2 hours so this recommendation would extend the meeting to 2 - 2 ½ hours. Most units are already presenting to the CRSF but some units have not attended the meetings. In the spring cycle, the committee is only reviewing room, board, and parking so it is a much shorter meeting.

Senator Hample, Faculty, College of Arts & Humanities, stated that he was concerned because the committee's report was passed by a 7-5 vote but the minority report is signed by 6 committee members. It appears as if a number of people changed their mind. It is not clear that the committee is making a recommendation. He thinks that the issue needs further review and should be sent back to the committee.

Kasischke commented that the Student Affairs Committee is comprised of approximately 30 members and not all were present at the meeting when the vote was taken.

Cooper further stated that the options for moving forward were clearly stated to the committee. The proposal should not be reconsidered because members changed their minds.

Kaiyi Xie, Non-Voting Ex-Officio, SGA President, stated that only one of the signatories of the minority report was not present for the vote but was present for most of the rest of the meeting. Seven members who were present for the vote concur with the idea that the issue should be sent back to the committee. He believes that members reversed their vote because the vote itself was close, there was confusion about the options available to the committee, the vote was taken in haste, and there was no time for additional recommendations. The committee reviewed the issue for 4-5 meetings but spent just 45 minutes discussing the issue and making recommendations. He does not feel there was an appropriate amount of time to review the proposal.

Xie made a motion to re-charge the committee and not move the recommendations forward. The motion was seconded.

Kasischke opened the floor to discussion of the motion.

Kaiyi Xie, Non-Voting Ex-Officio, SGA President, stated that he made the motion because the proposal did not receive enough consideration in the committee.

Kasischke asked Xie to clarify the motion on whether it was to reject the current recommendations and return the report to the committee or just return the report for further consideration.

Xie stated that the current recommendations can still stand but the committee should be given more opportunities to consider additional recommendations.

Kasischke clarified that the motion was to return the report to the committee for further consideration.

Cooper responded that, to meet the various elements of the charge, the committee reviewed the proposal over the course of four meetings. She explained that an additional meeting was added to the agenda to ensure that there was an appropriate amount of time to consider the proposal.

Provost Wylie provided background on the committee and explained that it was established by President Mote as an advisory committee to him. It is not, therefore, appropriate for the Senate to micromanage and dictate to the committee how it does its business. It would be more reasonable for the Senate to frame these recommendations as advisory to the President. She spoke against sending it back to committee but found the three current recommendations to be reasonable.

Senator Celi, Faculty, College of Engineering, asked for a quick overview of the issue and for clarification of a "unit."

Cooper gave examples of fee-requesting units such as the Stamp Student Union and Parking. Units propose fees to the CRSF. She reviewed the committee's recommendations and explained that units should provide adequate information to the CRSF before it makes its final decision.

Celi further questioned who was responsible for approving an increase in the parking fee.

Cooper responded that the CRSF advises the President on fees.

Senator Beck, Undergraduate, College of Agriculture & Natural Resources, stated that the majority of the committee members agrees with the current recommendations. However, the dissent by the minority is that the meeting was rushed and the committee did not have a chance to address all of the points of the charge. Some members at the last meeting were not well informed about what the committee was discussing. Those who missed the previous 4-5 meetings did not have all of the information that they needed. There were a lot of questions that slowed the process down. The recommendations are incomplete, and Beck asserted that the committee's duty is to consider the whole proposal. Student fees are a big deal and deserve our full attention.

Cooper responded that the committee did review all of the concerns raised in the proposal but is not obligated to make recommendations on all elements.

Beck responded that if there was more time, the committee might have made more recommendations.

Senator Coates, Non-Exempt Staff, asked for clarification on the original motion from the committee.

Kasischke clarified that the committee's motion is to approve its three recommendations.

Coates questioned whether the previous speaker wanted the committee to reconsider so that they could discuss additional recommendations.

Kasischke stated that the speaker expressed that there was no time to consider whether or not to make additional recommendations.

Senator Alt, Faculty, Robert H. Smith School of Business, asked whether Athletics was considered a fee-requesting unit.

Cooper confirmed that Athletics was such a unit.

Kasischke called for a vote on the motion to return to committee for further consideration. The result was 47 in favor, 28 opposed, and 4 abstentions. **The motion to return to committee passed.**

New Business

There was no new business.

Adjournment

Senate Chair Kasischke adjourned the meeting at 4:11 p.m.



University Senate TRANSMITTAL FORM

Senate Document #:	11-12-37
PCC ID #:	N/A
Title:	Transition Meeting Slate 2012
Presenter:	Mark Leone, Chair of the Nominations Committee
Date of SEC Review:	April 5, 2012
Date of Senate Review:	May 3, 2012
Voting (highlight one):	On resolutions or recommendations one by one, or In a single vote To endorse entire report
Statement of Issue:	The Senate Nominations Committee has prepared a slate of nominees for the 2012-2013 Chair-Elect, the Senate Executive Committee (SEC), and the Committee on Committees, as well as the Senate-Elected memberships of the University Athletic Council, the Council of University System Faculty (CUSF), and the Campus Transportation Advisory Committee (CTAC).
Relevant Policy # & URL:	N/A
Recommendation:	The Senate Nominations Committee recommends the attached slate of nominees for election at the May 3, 2012 Transition Meeting of the University Senate.
Committee Work:	<p>The 2011-2012 Senate Nominations Committee was elected by the Senate on December 8, 2011. The Nominations Committee began recruitment efforts in January 2012. The Committee sent announcements for the open candidacy period to all continuing and incoming Faculty, Staff, and Student Senators.</p> <p>The Nominations Committee met on four separate occasions to discuss nominees and recruitment efforts: January 30, 2012, February 23, 2012, March 15, 2012, and March 27, 2012.</p> <p>Members of the Nominations Committee reached out to eligible candidates for all open seats and obtained written consent of all nominees, in accordance with the Bylaws of the University Senate. The Nominations Committee endeavored to create balanced slates with representation from across campus.</p> <p>The Nominations Committee voted in favor of approving the attached slate on Wednesday, April 4, 2012. In conjunction with</p>

	the Senate Office and Chair-Elect of the Senate, the Chair of the Nominations Committee will secure candidates for any remaining vacancies prior to the election at the Senate Transition Meeting on May 3, 2012.
Alternatives:	To not accept the slate of nominees for election.
Risks:	There are no associated risks.
Financial Implications:	There are no financial implications.
Further Approvals Required:	Senate Election, President Approval

Slate of Candidates for the 2012-2013 Chair-Elect
Submitted by the Senate Nominations Committee

Chair-Elect Nominees (One will be Elected)

- Vincent Novara Faculty, University Libraries
- Matthew Popkin Undergraduate, College of Behavioral and Social Sciences

Slate of Candidates for the Senate Executive Committee, 2012-2013 Election

Submitted by the Senate Nominations Committee

Faculty Senator Nominees (Seven will be Elected)

- Frank Alt Robert H. Smith School of Business
- Sabrina Baron Part-Time Instructor/Lecturer Representative
- Dorothy Beckett College of Computer, Mathematical, and Natural Sciences
- Christopher Davis A. James Clark School of Engineering
- Chengri Ding School of Architecture, Planning, and Preservation
- Devin Ellis Non-Tenure Track Research Faculty Representative
- Gay Gullickson College of Arts and Humanities
- Vincent Novara University Libraries
- Joseph Richardson College of Behavioral and Social Sciences
- Carol Rogers Adjunct/Professor of the Practice Representative
- Ellin Scholnick Emeritus Faculty Representative
- L. Jen Shaffer College of Behavioral and Social Sciences
- William Walters College of Computer, Mathematical, and Natural Sciences
- Ruth Enid Zambrana College of Arts and Humanities

Exempt Staff Senator Nominees (One will be Elected)

- Jay Elvove Division of Information Technology
- Steve Petkas Division of Student Affairs

Non-Exempt Staff Senator Nominees (One will be Elected)

- Denise Best The Graduate School
- Charles Shell Division of Student Affairs

Graduate Student Senator Nominees (One will be Elected)

- Joshua Hiscock College of Education
- Yangwen Liu A. James Clark School of Engineering
- Carl Morrow College of Education

Undergraduate Student Senator Nominees (Two will be Elected)

- Max Burns College of Computer, Mathematical, and Natural Sciences
- Joshua Dowling College of Behavioral and Social Sciences
- David Lieb College of Computer, Mathematical, and Natural Sciences
- Sarah Marks College of Education
- Dereck Paul College of Computer, Mathematical, and Natural Sciences
- Matthew Popkin College of Behavioral and Social Sciences
- Amy Schofield School of Public Health
- Seda Tolu College of Computer, Mathematical, and Natural Sciences

Slate of Candidates for the 2012-2013 Senate-Elected Councils and Committees

Submitted by the Senate Nominations Committee

Athletic Council Slate 2012-2013

Faculty Representative Nominees (Two will be Elected)

- Agis Iliadis A. James Clark School of Engineering
 - Eric Kasischke College of Behavioral and Social Sciences
 - Doron Levy College of Computer, Mathematical, and Natural Sciences
 - Stuart Milner A. James Clark School of Engineering
 - Raymond Paternoster College of Behavioral and Social Sciences
 - Mary Sies College of Arts and Humanities
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Council of University System Faculty (CUSF) Slate 2012-2013

Faculty Full-Time Representative Nominees (Two will be Elected)

- Linda Aldoory School of Public Health
 - Bernard Cooperman College of Arts and Humanities
-

Campus Transportation Advisory Committee (CTAC) Slate 2012-2013

Faculty Representative Nominees (One will be Elected)

- Linda Macri College of Arts and Humanities

Staff Representative Nominees (Two will be Elected)

- Regina Ives College of Computer, Mathematical, and Natural Sciences
- Alice Mitchell Division of Student Affairs

Undergraduate Representative Nominees (One will be Elected)

- Matthew Popkin College of Behavioral and Social Sciences

Candidacy Statements for the Chair-Elect 2012-2013 Election

Chair-Elect Nominees

Vincent Novara – Faculty Senator, University Libraries; Curator, Special Collections in Performing Arts

In the coming years the University Senate will build a relationship with a newly appointed provost while further cultivating an active relationship with President Loh and the recently appointed vice presidents. As the vision for the university is broadened to embrace globalization, innovation, and entrepreneurship, with expanded attention to STEM programs, the senate will continue to serve as the vital representative body for the entire campus community. In this context, I am greatly honored to accept the nomination to run for Chair-Elect of the University Senate.

I have been a part of this university in various capacities for nineteen years, including undergraduate transfer student (B.Mus. 1994), graduate student (M.Mus. 1998), contractual archivist, permanent staff, and in 2005 I was appointed to the Libraries' faculty as a curator in the Michelle Smith Performing Arts Library. Curators contribute to many areas for a thriving academic institution. As a manager of multiple reports I am responsible for recruitment, retention, performance review, and developing entry-level staff into successful professionals. I am also an active collaborator with the academic departments of the Clarice Smith Performing Arts Center. This effort has produced joint programming ventures for which I have curated several gallery exhibitions drawn from the Smith Library's unique collections. As a fundraiser and cultivator of gift collections, I continue to attract many new donors to the university and understand the importance of building such external relations to advance the educational mission of the institution.

Advocacy and service are central to the work of the faculty archivists and librarians in the University Libraries. Those values inform our efforts as we advocate on behalf of researchers, collections, and our parallel professions, with service providing the ideal means of pursuing those objectives. I have served my Library colleagues on numerous committees supporting shared-governance. The actions of these committees has included overseeing faculty annual review; developing a mentoring program for faculty; and serving three terms on the Library Assembly Advisory Council, an initiating body that suggests potential action by the Assembly, reports to that community on policy implementation, and serves as a conduit to the Libraries' administration regarding shared-governance.

My research is in the fields of the performing arts, archives, and the academic library profession. I have published on popular music, which was also my previous career. As a professional musician, my performance record is well beyond six hundred appearances and my discography includes nineteen recordings spanning over twenty years. In the field of archives and academic libraries, my scholarship is more utilitarian in nature. I have published concerning mentoring programs for faculty archivists and librarians, and I am currently co-chairing the Program Committee for the October 2012 meeting of the Mid-Atlantic Regional Archives Conference. With two other UMD archivists, I am also surveying the present scholarly model for creating exhibitions at academic institutions (specifically at Association of Research Libraries member institutions).

For the past year, I served on the Senate Executive Committee. During this time the SEC deliberated the merits of UMD merging with UM-Baltimore, contributed to searches for multiple vice president and executive appointments, and took part in the discussions surrounding the contraction of athletics. For the past two years I have been a member of the Senate's Equity, Diversity, and Inclusion Committee, serving as chair for the 2011/2012 academic year. While chair, the committee completed three complex charges: one pertaining to same-sex domestic partner benefits, and two others examining the university's sexual harassment policy.

I believe my experience at the university defines an ideal candidate for Chair-Elect, and I am eager to serve the campus community in that capacity.

Matthew Popkin – Undergraduate Senator, College of Behavioral & Social Sciences; Government & Politics

The University Senate is an institution of shared governance between undergraduate students, graduate students, faculty, and staff. The fact that there has been no student Senate chair in the history of the University Senate is indicative of the organization's dynamics and hierarchy. The one-year terms for student senators, as well as the fact that the voting for the following year's Senate chair-elect occurs at the transition meeting, provide little opportunity for newly elected senators to be involved in the process and make an informed vote about the following year's Senate leadership. As the primary governing institution at the University, the Senate should be more transparent, efficient, and accountable in its proceedings, both in committee and as a larger body, so that the campus community can trust and respect the decisions made. All constituencies should be represented in an equitable manner with the appropriate consideration given to all student, staff, and faculty concerns and proposals. An extra effort should be made to bolster relations and improve communications with the Student Government Association, Graduate Student Government, and Residence Hall Association.

Over the past two years, I have had the privilege and responsibility of serving as the Senior Vice President and Director of Sustainability for the Student Government Association, being privy to a wide variety of student concerns and campus issues. I am currently serving my second term as the undergraduate representative to the University Sustainability Council, having worked with staff, faculty, and administrators to develop campus sustainability policy. I have also been a student representative and active participant on the Facilities Master Plan Transportation Subcommittee, Vice President of Administrative Affairs Search Committee, and the University Senate's Campus Affairs Committee.

I also have past experience chairing committees on campus. As the Director of Sustainability for the SGA, I chaired the Student Sustainability Committee in advocacy and legislative efforts. As the Undergraduate Representative to the University Sustainability Council, I have chaired the Student Advisory Subcommittee for two years now, which is comprised of students and staff and tasked with allocating the University Sustainability Fund.

I am a rising senior studying government and politics with minors in sustainability and Middle East studies. I am also enrolled in the joint Bachelors/Masters degree program through the Maryland School of Public Policy, and thus I will be a student in the following year as well.

Candidacy Statements for the Senate Executive Committee (SEC) 2012-2013 Election

Faculty Senator Nominees

Frank Alt – Associate Professor, Robert H. Smith School of Business

My Ph.D. (1977) and MS (1974) are from Georgia Tech in Industrial and Systems Engineering and my B.S.E. (1967) is from the Johns Hopkins University. My research interests include statistical quality control, applied multivariate analysis and forecasting. Since my arrival at College Park in 1977, I have taught a variety of statistics courses at all levels, chaired 12 dissertations and served on 85 dissertation committees. I am a four time recipient of the Smith School's Krowe Award for Teaching Excellence and also a recipient of the IBM-Total Quality Award for Innovations in Teaching Processes.

I worked with three other faculty in founding the Academy for Excellence in Teaching and Learning [www.aetl.umd.edu] and served as Co-chair and Chair. I participated in the development of and taught in the QUEST (formerly IBM) Program, which will observe its 20th anniversary in April, 2012.

In the Smith Business School, I have served as Ph.D. Director for 4.5 years, Chair of its Graduate Committee for 5 years and am currently serving on its Teaching Enhancement Committee, whereby I organized the seminar on 3/9/12 by a co-author of *Academically Adrift*. I was a member of the Council for University System Faculty for six years, chaired its Administrative and Financial Affairs Committee and served on the Regents' Award Committee for two years. I have been a member of the Faculty Advisory Council to MHEC since 2004 and served as Chair during the 2011-12 AY. I was a committee member on the 2009 State Plan for Postsecondary Education and testified in favor of the textbook affordability law. During 2011-12, I was a member of the Educational Offerings Subcommittee for the Middle States Commission of Higher Education, focusing on Standard 11: Educational Offerings (at the Graduate Level).

May 2011 marked the beginning of my third term on the Senate. In the 2011-12 AY, I was a member of the Executive Committee and Chair of the Educational Affairs Committee. In the 2002-2003 AY, I was a member of its Executive Committee and Nominations Committee. I truly believe in shared governance and that the Senate is the vehicle for accomplishing this.

The Senate Executive Committee enjoys the privilege of advising President Loh on a wide range of issues concerning this campus and its community. 2011-12 was an extraordinarily busy year for the SEC since we also interviewed the finalists for all of the campus Vice-Presidents positions (including CIO, VP Research, VP Administrative Affairs, and VP and Chief Diversity Officer). Furthermore, the SEC was/is very involved with the problems facing the Athletic Department. As such, we prepared an extensive reply to the Report of the President's Commission on Intercollegiate Athletics.

Although each senator represents a constituency, I believe each senator's responsibility is to choose that course of action which is in the best interest of all constituencies and stakeholders.

As a member of the Executive Committee, I intend to continue to fully execute the Charge to the Executive Committee as stipulated in Article 4 of the Senate's Bylaws. This includes the responsibilities of "serving as a channel" through which any and all members of the campus community can bring matters of concern to the Senate. I am pleased to be nominated to the Executive Committee for the second consecutive year, and I welcome and appreciate your support.

Sabrina Baron – Part-Time Instructor/Lecturer Faculty Representative

I would welcome the opportunity to serve on the Senate Executive Committee as the representative for part-time NTT faculty. This moment is a particularly interesting and vital time for my constituency. The UMCP provost's office has created a new director position to oversee professional development for NTT faculty on this campus. This new effort is one in which I am very interested in participating. I would also like to be in a position to contribute to the development of the new meet-and-confer agreement that will impact my constituency as well as full-time NTT faculty and GTAs.

I have spent my 17-year career as a NTT faculty member at several universities in the DC area. As such, I am fluent with issues that my cohort faces. I previously served three years in the UMCP Senate representing this same constituency. During that service, I served as a member of the Faculty Affairs Committee, then as chair of the Elections, Representation, and Governance Committee for two years. Having worked at this fundamental level of the Senate, I am ready to advance my service to a higher level of participation in campus issues. Serving on the SEC would allow me to accomplish many of the goals I have set out for myself and my constituency as professional academics.

Dorothy Beckett – Professor, College of Computer, Mathematical, and Natural Sciences

Dr. Beckett has been a faculty member at the University of Maryland College Park since 1999 and was promoted to full professor in 2002. Prior to 1999 she was an Associate Professor in the Department of Chemistry & Biochemistry, UMBC. She received an AB in Chemistry at Barnard College and Ph.D. in Biochemistry at the University of Illinois, Urbana-Champaign. Her postdoctoral work was performed at MIT and the Johns Hopkins University. Her research focus is biophysical studies of biological regulation. She serves as Associate Editor of the journal Protein Science and on the editorial board of the journal Biochemistry. She has also served on numerous grant review panels for the National Institutes of Health and the National Science Foundation.

Dr. Beckett looks forward to serving on the Senate Executive Committee in its many functions. She brings extensive experience in service to the Biophysical Society to the position where she served as Secretary from 2007-2011, member of the Executive Board, elected member of Council and chair of several committees. This experience will enhance her effectiveness as a SEC member.

Christopher Davis – Professor, A. James Clark School of Engineering

I have been a member of the University of Maryland faculty for almost 37 years. I am currently Professor of Electrical and Computer Engineering. In my role as a Keystone Professor I teach classes to freshman engineers every year. I run a large research program in directional wireless communication networks, and in various areas of optical engineering. In the past I have served as Director of the Gemstone Program and Associate Dean of the A. James Clark School of Engineering. I previously served on the Senate Executive Committee from 1991 – 1999 and was Senate Chair during the 1994 -1995 academic year. I was elected as a Distinguished Scholar Teacher in 1989. During my time at Maryland I have served, or am serving, on almost 100 campus, college, and departmental committees, including service on APAC, the Athletic Council and CUSF. I am a strong believer in shared governance, and I think that it is extremely important that the faculty, staff, and students of the University be part of the decision making process on campus up to highest level. I have been increasingly concerned that our support from the State continues to decline, yet in the face of budget cuts we constantly acquiesce and perform with excellence, even though we are repeatedly asked to do more with less.

Chengri Ding – Associate Professor, School of Architecture, Planning, and Preservation

My teaching and research areas primarily focus on urban economics and the interaction between market forces and planning regulation in the course of urban development and evolution and dynamics of urban forms. The

understanding of urban forms and their relevance to metropolitan functions is an essential element in planning regulation analysis and decision making process. Promotion of sustainable urban development also requires “smart” urban forms that facilitate better coordination between urban infrastructure such as transportation and land development. Since China is in the process of rapid urbanization and urbanization, there is no better place than China as a laboratory to examine the impacts and roles of market forces and planning regulations on the landscape of cities that are undergoing dramatic changes.

After joining the UMD campus, I have served the UMD senate for two years and the School of Architecture, Planning and Preservation two years as an associate dean of School. I believe that I can make a contribution to the Senate Executive Committee. I have been involved in Learning Outcome Assessment.

Devin Ellis – Non-Tenure Track Research Faculty Representative

I am seeking nomination to serve as a faculty member of the Senate Executive Committee because I believe I have the dedication to and experience in shared governance to make a positive impact on behalf of the campus community. The SEC is one of the few venues in shared governance where participants are asked to make recommendations on policy decisions across the full spectrum of issues affecting our institution. I believe my wide ranging exposure to campus and system level administrative concerns makes me an ideal candidate. For the past two years I have served on the Senate Elections, Representation and Governance Committee where we have created new models for more comprehensive review of College Plans of Organization, and addressed a number of important issues in campus wide shared governance representation – some of which will be relevant to the upcoming Plan of Organization Review in 2013. Throughout graduate school here, I was chief of staff in the Graduate Student Government, working on campus wide policy issues and serving on the Steering Committee for the creation of the university’s Strategic Plan. I also served as chair of a University System wide Council, in which capacity I was required to regularly consult with the Board of Regents and the Chancellor’s staff on policy concerns and to testify in Annapolis on bills impacting the System. I have cordial personal and professional relationships with many of the university Vice Presidents and other senior officials, and I am very knowledgeable about how decisions get made at the institutional level. Serving on the ERG Committee for the past few years has been a rewarding experience. Now that I have been elected to represent the roughly 1,500 non-tenure track research faculty in the Senate, I hope to be able to make the best use of my breadth of shared governance experience, and I believe I could bring a distinctive viewpoint to the SEC. I am truly passionate about the importance of service in shared governance to the campus community, and I hope to have a chance to bring my dedication and experience to the Senate Executive Committee this coming year.

Gay Gullickson – Professor, College of Arts and Humanities

I have been a member of the University of Maryland’s history department since 1982. I also am an affiliate faculty member of the departments of women’s studies and theatre. My academic degrees are in mathematics, religion and history from Pomona College, Yale Divinity School, and the University of North Carolina, respectively. I am the chair of the President’s Commission on Disability Issues and was a member of the search committee for the new Chief Diversity Officer. I have also served on the University’s Architectural Design Standards Board and the University Senate, and chaired the history department’s strategic planning committee in 2011. Some of the issues that I think will be most important to the Senate and the Senate Executive Committee next year are 1) ways to increase our commitment to, and celebration of, diversity; 2) ways to honor and support all of our academic fields in an era that increasingly emphasizes science, engineering, technology, and math; 3) the place of the humanities and liberal arts in undergraduate and graduate education; and 4) the respectful treatment of everyone in our community.

Vincent Novara – Library Faculty, University Libraries

I am honored to accept the nomination to run again for the Senate Executive Committee. In 2005, I was appointed to the Libraries' faculty as a curator in the Michelle Smith Performing Arts Library. I have served the Libraries colleagues on numerous committees supporting shared-governance. The actions of these committees included overseeing faculty annual review; developing a mentoring program for faculty; and serving on the Library Assembly Advisory Council, an initiating body that suggests potential action by the Assembly, reports to the Assembly on policy implementation, and serves as a conduit to the Libraries' administration regarding shared-governance.

I have been at the university for nineteen years in various roles: undergraduate transfer student, permanent staff, and my current faculty position as a manuscript curator. Curators contribute to many areas for a thriving academic institution. As a manager of multiple reports I am responsible for recruitment, retention, performance review, and developing entry-level staff into successful professionals. As a fundraiser and cultivator of gift collections, I attract many new donors to the university and understand the importance of building such external relations to advance the educational mission of the institution. My research supports the fields of the performing arts, archives, and the academic library profession. For the past year, I have chaired the Senate's Equity, Diversity, and Inclusion Committee. I believe my experience at the university continues to define an ideal candidate for the Senate Executive Committee, and I look forward to serving the campus community again in that capacity.

Joseph Richardson – Assistant Professor, College of Behavioral and Social Sciences

My research and teaching interests focus on race, poverty, violence and the criminal justice system. Within these areas I have developed my own research projects which I serve as principal investigator. In 2010 I completed a pilot study funded by NIMH which examined health risk behaviors among serious violent youth offenders adjudicated in adult criminal court and detained in adult jails. I am currently conducting two studies which explore risk factors for recurrent violent injury among young African-American males in Baltimore and Prince George's County. My work is interdisciplinary. I have partnered with the School of Public Health (UMD) as well as the School of Medicine and the School of Social Work at the University of Maryland-Baltimore. I also have faculty affiliations with centers, departments and schools across campus: Department of American Studies (ARHU); Consortium for Race, Gender and Ethnicity (ARHU); Center for Substance Abuse Research (BSOS); Maryland Population Research Center (BSOS); Prevention Research Center (School of Public Health).

As a faculty member for over five years, I have mentored both undergraduate and graduate students. I am the faculty mentor for the Black Male Initiative (BMI) program. This program was designed to improve the retention rate among black male students at UMD. When I joined BMI as a faculty mentor in 2006 the retention rate among black males students was 28 percent. In 2011 the retention rate improved to 58 percent. BMI is the only organization on campus specifically designed to provide academic, social and emotional support to black male students. For several summers, I also served as a faculty mentor for the BSOS Summer Research Internship (SRI). This program provided students of color from universities across the US to engage in a rigorous research training program at UMD over the summer months. I am also a faculty mentor for the McNair Scholar Program. This program provides academic and research support for undergraduate students of color who aspire to be PhD candidates.

In 2009, I received the UMD Faculty Minority Achievement Award from the President's Commission on Ethnic Minority Issues. In 2010, I was a member of the BSOS organizational committee. In 2011-2012, I served as a member of the Chair Search Committee for the Department of African-American Studies. I was recently assigned by the Department of African-American Studies as the faculty expert and media liaison for the highly controversial Trayvon Martin case. I believe my cumulative service experiences will lend to making important contributions to the Senate Executive Committee.

Carol Rogers – Adjunct/Professor of the Practice Faculty Representative

This academic year has been my first one as a member of the University Senate and as a member of the Senate Executive Committee. Having been re-elected to the Senate, I would welcome having the opportunity to continue to serve on the Executive Committee as well.

I have been a member of the University of Maryland community for more than 20 years, and have experienced the University from a number of different vantage points, including part-time and full-time lecturer, director of the doctoral and research program in the Merrill College and now Professor of the Practice. My commitment to the University and to shared governance is reflected in my numerous activities, including membership on the Graduate Council, first in 2005-2008 and again in 2010-2011, on the CORE Committee, and now on the new General Education Committee, which has oversight of the University's transformative undergraduate curriculum. I also have taught in the Honors Program and in College Park Scholars and at all academic levels. In addition, I have served on a number of committees in the Merrill College, as well as on numerous dissertation and thesis committees. I am a participant in the University's Chesapeake Project, a faculty learning community that seeks to foster sustainability across the curriculum and throughout the campus.

Ellin Scholnick – Emeritus Faculty Representative

I would appreciate the opportunity to reprise my role as a member of the SEC. I bring to that role very diverse perspectives on the role of faculty in shared governance. I have been a Professor in the Psychology Department, the Associate Provost for Faculty Affairs who has worked on various policies affecting faculty life and am now faculty ombudsman, trying to help faculty when our policies and procedures are administered unfairly or create unintended problems. As a member of the Faculty Affairs Committee, I have been privileged to work on policies aimed at creating a family friendly environment, making our APT policies transparent and improving our treatment of adjunct faculty. With your support, I would like to continue to work with the Senate on these and other crucial issues we will be encountering during the next academic year.

L. Jen Shaffer – Assistant Professor, College of Behavioral and Social Sciences

As someone new to the University of Maryland, I believe I can bring a fresh view to the Senate Executive Committee's activities affecting the wider university community. I consider my background training in analyzing social networks and local dynamics, as well as problem-solving successfully with people from diverse cultures and communities, assets that can contribute positively to SEC work. On a more personal note, I have strong interests in undergraduate and graduate interdisciplinary science education for sustainability and public outreach, and a commitment to women and minority participation in higher education.

I recently joined the University of Maryland community following a two year postdoc in geography at Penn State and completion of a PhD in anthropology at the University of Georgia. My research and teaching focuses broadly on human-environment interactions. More specifically, I am interested in how this relationship influences our resource use choices and behaviors, local environmental knowledge and institutions, environmental policies, and biophysical complexity, as well as how this relationship shifts over time with ongoing socio-ecological change. Within this arena, I have developed and conducted research focused on landscape and cultural change in Mozambique, helped start and then managed an online interdisciplinary journal, coordinated an international and interdisciplinary research team, co-developed a participatory citizen science study assessing local climate change and climate-related environmental change in Tanzania, and created a course at UMD on anthropology and climate change. Throughout my career I have mentored undergraduate and graduate students both in Africa and the United States. I enjoy research, but find teaching and mentoring satisfying too because I am able to play a role in student intellectual growth and learn to think about my research in new ways.

William Walters – Professor, College of Computer, Mathematical, and Natural Sciences

Currently, I represent the Department of Chemistry and Biochemistry in the College of Computer, Mathematical, and Natural Sciences in the University Senate. In addition, I am a member of the Senate Campus Affairs Committee and have served this year as their representative on the University Athletic Council.

During the 1999-2000 I served as Chair of the University Senate. My experience at Maryland has demonstrated the extraordinary value of shared governance in moving the University forward in providing an outstanding educational experience for both undergraduate students and graduate students, as well as developing an ever-improving reputation for scholarship and service to both Maryland and the Nation as a whole. The Senate Executive Committee plays a key role in this process by bring together a group of faculty, staff, and students to keep a pulse on campus activities and serve as the “gatekeeper” in communications among students, faculty, staff, and the University Administration. In fact, the Executive Committee neither originates legislation nor controls its content. Rather, the Executive Committee identifies issues of importance to the Campus mission and then “charges” one or more Senate Committees to delve in detail into the issue and bring back a report that may or may not call for action. If action is needed, the Executive Committee places the report on the Senate agenda for discussion, debate, and ultimately action.

I am standing as a candidate for Senate Executive Committee in order to bring my wide experience in campus affairs into the deliberations about the choices that the Senate must make in providing advice to the University Administration. Among the issues that the Executive Committee are likely to be considering for Senate Committee action are “differential tuition” and the many possible “unintended consequences” of such a policy, aligning faculty and staff pay with market forces, and a host of issues dealing with safety on campus.

My short CV can be found at: <http://www.chem.umd.edu/research/facultyprofiles/williamwalters>

Ruth Enid Zambrana – Professor, College of Arts and Humanities

I am professor and director of the Consortium on Race, Gender and Ethnicity. My research focuses on racial, ethnic and gender disparities and institutional inequity in health and higher education institutions. My latest research is on occupational stressors and the recruitment and failure to retain historically underrepresented minority faculty in research intensive universities funded by RWJF. I am also the ADVANCE professor for Women of Color in the non-STEM colleges (2010-2012). I have been a professor at UM since 1999 and have participated in numerous university, college and departmental committees. I am the founding director of the U.S. Latino/a Studies program (current academic home in the Department of American Studies). The last University committee on which I served was the Provost’s Strategic Planning Diversity committee (2009-2011). I am also an affiliate faculty member of African American Studies, U.S. Latino/s Studies, Sociology, School of Public Health Center for Health Equity, and Maryland Population Research Center (Executive Committee member 2009-2011). I also served as a Senator and a member of the faculty affairs committee in early 2000. I feel knowledgeable and well-informed of the climate, direction and overall politics of the university. My active participation and seasoned experience in 4 other universities prior to UM and a long professional and personal commitment to issues of inclusion and social justice make me uniquely qualified to contribute and serve in the EC of the Senate. I want to serve because I believe that as a senior professor, I can bring a fresh and evidence-based perspective on many of the issues that UM struggles with around teaching, research and inclusion and retention of racial/ethnic faculty and gender issues.

Exempt Staff Senator Nominees

Jay Elvove – Manager, Client Relations, Division of Information Technology

I have been employed by the University of Maryland, College Park for just over 33 years, during which time I have had the good fortune to work with faculty in every college and school and staff within every division. In addition to providing and later managing various central IT services, I have been involved in many other campus activities, including two stints on the University Senate, staff representative on the Senate Executive Committee, and both member and later chair of the Staff Affairs Committee. I completed the university's Leadership Development Institute (LDI) program in 2005 and, more recently, two additional leadership programs sponsored by EDUCAUSE. In late 2010, I was appointed to (and continue to serve on) the University Sustainability Council, and in early 2011, I was promoted to head the Division of Information Technology's new Client Relations office. University-related extracurricular activities include life-long learning (I've obtained a master's and six bachelor's degrees since coming to work here) and participating each year at Maryland Day (I missed one). Outside the university, I have served on the board of an international user group and am currently Vice President of my neighborhood civic association.

I am always seeking ways to improve processes and foster better communication at all levels of the university. I am a perennial learner with an insatiable curiosity. I strive to be creative, upbeat, fair, open, and honest in everything I do. I am excited at the prospect of serving on the Senate Executive Committee. I look forward to representing and engaging constituents, keeping them abreast of and involved in important issues, and doing what I can to continue making a positive difference at the university.

Steve Petkas – Associate Director, Resident Life, Division of Student Affairs

It would be a privilege for me to continue representing exempt staff on the Senate Executive Committee for the coming year. I offer the insights, critical thinking and assertive voice resulting from over 27 years of service in the Department of Resident Life/Division of Student Affairs at the University of Maryland amidst a 35 year career in professional service at four major Universities. I wholeheartedly believe in the value of shared governance in an intellectual community and wish to further the continuing ascendance of this University.

My professional experiences include senior department management, policy formulation, program and staff administration, staff development and training, course curriculum design, student teaching and training, and student behavior management. Among my contributions are the reconstitution of the student Residence Halls Association (RHA) and the creation and establishment of the Common Ground Multicultural Dialogue Program. RHA enables deliberation on shared management and governance decisions between student leaders and senior administrators in the Division of Student Affairs. Common Ground brings diverse groups of students together to engage in dialogue on provocative and potentially divisive multicultural issues. Central to these programs are sound deliberation, collaboration, and dialogue, all of which are crucial to shared governance.

During the past year the Senate Executive Committee has orchestrated Senate activities and advised the President on such critical issues as domestic partner benefits, policies governing sexual harassment and sexual misconduct, campus safety issues, college mergers and reorganizations, budgetary dilemmas in the athletics programs, and policies addressing student behavior with alcohol and drugs. Issues such as these demand a seasoned, assertive and collaborative voice representing exempt staff. As the Chair of the Staff Affairs Committee this year I worked with others to lay the groundwork for a joint Presidential/Senate Task Force that will bring about improvements in resources, assistance and information for non-exempt staff, led efforts to expand the nomination and recognition of staff in all categories, and fostered a stronger link between Staff Affairs and its priorities and the Executive Committee. I wish to continue to attend, speak to, and pursue these priorities in the coming year.

I hope you will allow me to continue to be a voice speaking for exempt staff on the Senate Executive Committee as we work in the interest of caring and collaborative leadership within the University Senate. My candidacy is

dedicated to continuing improvements in the working lives of University staff, the furtherance of our collective achievements as an intellectual community and the quality of the education provided to students by the University of Maryland.

Non-Exempt Staff Senator Nominees

Denise Best – Business Service Specialist, The Graduate School

Hello my name is Denise Marie Best. I'm currently the Business Services Specialist for the Graduate School where I have worked since September 2011. My job duties include coordinating travel, purchasing, payroll, Benefits coordinator, accounts payable and reconciling the Graduate School Budget. I have over 25 years' experience at the University of Maryland working in both research divisions and educational units. In 1987 I started my career at the University of Maryland, System Research Center as the Technical Assistant to the Director Dr. John Baras. From 1988 to 1995 I worked in the Electrical Engineering Department as a Word Processing Operator and promoted to an Administrative Assistant 1. I was assigned to work for over 62 professors including Dr. William Destler, Nariman Farvardin, Joseph Ja'Ja, and their graduate and undergraduate students. In 1995 I started work at the Microbiology Department as the Administrative Assistant II for the Ex-Provost Dr. Rita Colwell and Dr. Anwar Huq. I assisted with moving the Dr. Colwell's laboratory from the University of Maryland Campus to the Center of Marine Biotechnology Center in the Inner Harbor of Baltimore, Maryland. In 1997-2008 I worked as the Administrative Assistant II for Drs. Amy Weinberg, David Doermann, Philip Resnik, Bonnie Dorr, Doug Oard, Louiqa Rashid in the Language and Media Processing Laboratory as well as the Computational Linguistics and Information Processing.

In the Early 80's I worked at the National Aeronautics and Space Administration (NASA) headquarters with the Commercial Programs, Code C. I was the Administrative assistant to the Director, Dr. Isaac Gilliam and held a Top Secret Security Clearance. I also worked at the Science Management Corporation. There I developed and trained staff on the use of databases for the Selective Service Agency, Internal Revenue Service, Department of Education, and many more agencies within the Federal Government Region 3 contracts.

I have a history with the University of Maryland's current and past leadership, as well as a deep respect for its faculty, staff, and especially its students. I am loyal, dedicated, and always interested in learning. I am comfortable with expressing the average staff member's point of view, yet sensitive enough to realize that we are facing challenging times. I like to think outside of the box for solutions and have good common sense. I consider no task beneath me and no challenge insurmountable. I consider myself a positive person and would be honored to continue to serve on the Executive Committee.

Charles Shell – CDL Instructor, Shuttle UM, Division of Student Affairs

I have been both a student (B.A. 2009) and contractual worker with the University of Maryland, College Park. I have served in a regular non-exempt position for the past three years with the Department of Transportation Services where, on a daily-basis, I work with commercial drivers ensuring our Shuttle-UM bus system is providing safe and dependable transportation to the University community. This continuous one-on-one interaction with nearly 100 non-exempt employees allows me to understand and represent a large constituency, having heard their most pressing concerns.

Historically, my particular constituency (service and maintenance workers) has been vastly underrepresented in the University Senate and it is my mission to reverse this trend. With the proper tools all non-exempt campus workers will realize the importance of shared governance and that their voices can and will be heard through the University Senate. I am sensitive to the issues facing these workers and will fight to encourage greater communication and education through necessary tools including easy computer access at workplace facilities (with subsequent training) and English-learning options for speakers of other languages.

I have a thoughtful, reserved nature in the decision-making process, but will be quick to point out inaccuracies and ask for clarification of issues which can be confusing. I believe education and communication are the two crucial factors in the decision-making process and that I must utilize these qualities consistently to arrive at the best possible solution.

My familiarity with the plight of the non-exempt worker and educated approach to decision-making both afford me the honor of being your best candidate to represent campus non-exempt workers on the Senate Executive Committee at the University of Maryland.

Graduate Student Senator Nominees

Joshua Hiscock – College of Education

Joshua Hiscock is currently a doctoral student in the College Student Personnel Administration (Student Affairs) program in the College of Education. He was recently elected to his second term as a University Senator. During his first term, Josh was elected to serve on the Committee on Committees and was also a member of the General Education committee.

A full-time student, Josh holds an assistantship on campus. As the Graduate Coordinator for the National Clearinghouse for Leadership Programs, Josh is responsible for coordinating publications, managing strategic partnerships, and addressing member concerns. He also serves as an instructor for undergraduate courses in leadership development and has taught graduate-level courses for master's students.

As a student affairs professional for many years, Josh has extensive experience in developing, interpreting, and implementing policy that directly affects students. He takes a collaborative approach to this process and believes in inclusive decision-making. Moreover, Josh is incredibly approachable and is capable of creating networks and connections across campus to promote the Senate and encourage campus constituencies to introduce matters of consideration to the Senate. If selected to be a part of the SEC, Josh plans to actively engage with graduate students to represent their views and perspectives in the shared governance structure. Josh has extensive experience with strategic planning, conflict management, group dynamics, and organizational development - all skills that may be an asset to the Senate Executive Committee.

Josh holds a B.A. in American Studies from The George Washington University and a M.A. in Counseling & Personnel Services from the University of Maryland - College Park.

Yangwen Liu – A. James Clark School of Engineering

My name is Yangwen Liu, and I am currently a Ph.D. candidate in the A. James Clark School of Engineering. I am running for a seat on the Senate Executive Committee (SEC) for the 2012-2013 academic year. I have been serving as a student representative on the Research Council of University Senate since 2011 fall. As a Research Council representative, I provide comments and assistance on reviewing policies regarding research, its funding, its relation to academic degree programs, and its service to the community. I am also a committee member of UMD ITS-ITE student chapter, which is to promote understanding and interest in Intelligent Transport Systems technology throughout the community, and to provide a student link among UMD, ITS Maryland, and ITS America, and ITE (Institute of Transportation Engineer). I have been working with the other graduate students closely that I believe I would best represent the graduate student group. Through serving in the student organizations, I gained experience of organizing academic/non-academic events. I am confident that I would contribute my abilities and passion to the SEC. And I would direct my best efforts on coordinating the Senate's operations and reviewing the proposals from campus wide.

Carl Morrow – College of Education

My name is Carl Morrow, and I am a sixth-year doctoral student in the Higher Education Program here at Maryland. It would be an honor to represent graduate students by serving on the Senate Executive Committee. I believe I would be a good addition to the SEC for the following reasons:

- My PhD studies in the Higher Education Program have taught me about university governance and policy at the institutional, state, and federal levels.
- My BA and MA (both in Communication Studies) have trained me in communication, leadership, and organizational studies.
- I have extensive experience as a student leader here at the University of Maryland (Co-President of the EDHI Graduate Student Association, Member of the College of Education Assembly, Member of the College of Education Graduate Student Organization, and Graduate Student Senator on the University Senate).
- My institutional knowledge of the University of Maryland has been enhanced by my committee experience in the Department of Resident Life, Department of Fraternity and Sorority Life, the Division of Student Affairs, and the University Senate.

I look forward to working with you this year!

Undergraduate Student Senator Nominees

Max Burns – College of Computer, Mathematical, and Natural Sciences

I am a Computer Science / Mathematics double major, and a first-time Senator representing students in the College of Computer, Mathematical, and Natural Sciences (CMNS). I am also a member of the Honors College through the departmental honors program in the Computer Science department. I transferred to the University of Maryland in Spring 2011 from Montgomery College in Rockville, MD, where I also graduated from Thomas S. Wootton High School in 2006, and have worked a few jobs in between.

My biggest interest these days is learning. I can't seem to learn enough to satisfy my curiosity. For example, I intend to also complete the Medical School prerequisites in addition to my double major, and have also been interested in courses in the Philosophy, History, and English departments. However, despite feeling like a kid in a candy store at this University, I have noticed problems, and I know others have as well. To improve our already world-ranked University, I promise to be an active voice and open to all concerns and proposals, on behalf of all undergraduate students at the University of Maryland.

Joshua Dowling – College of Behavioral and Social Sciences

I believe that my experience in having already served on the Senate Executive Committee will allow me to best serve our undergraduate population by being a firm voice for our interests. This committee is crucial in ensuring that our goals as undergraduates are met and that our interests are both protected and promoted. The relationships I have forged with many of the faculty and staff members who will be on the SEC next year will, in my estimation, greatly assist my ability to “get work done.” In addition to serving on this committee in the past, I have also served on the Committee on Committees and the Programs, Courses and Curriculum committee. I truly believe that my past experience on this committee and in other capacities in the Senate and beyond makes me the most effective choice to sit on the Senate Executive Committee. My hope would be that once on this committee, I would be as accessible as possible to my fellow undergraduates and my fellow undergraduate Senators so that I could be a vehicle to help move all of our ideas forward—not just my own.

Sarah Marks – College of Education

I would love the opportunity to help lead the University Senate by being elected as part of the SEC. I think I would be a great fit for the SEC because of my strong collaboration, leadership, and communication skills. Being an integrative part of a team has really helped me see the big picture, yet be able to manage the details of a task to get the desired outcome. One experience I have had working on an integrative team has been working with a child with Autism. I think that my work with this team has helped me better refine my skill set to be able to be an excellent SEC candidate.

Currently, I am working on a team with teachers, parents, and therapists, for a child who has Autism. In order to give the student the best education, I am responsible for collecting accurate data, organizing the data, presenting it to a behaviorist and communicating between team members to best inform our next educational decision for this child. I thoroughly enjoy being able to work first hand with the child who has Autism, yet also be a voice to her parents and behaviorist. I also enjoy collaborating with fellow therapists in order to best do our jobs. I think this experience has prepared me to be able to transfer these skills to the SEC team I see many parallels in working on this team and being an effective SEC team member.

Dereck Paul – College of Computer, Mathematical, and Natural Sciences

Dear fellow Senators,

When only two out of the 16 seats on the Senate Executive Committee are available to undergraduate senators it is critical that we send only the strongest and most passionate voices for our undergraduate causes and viewpoints to the table. As a Senator I represent the CMNS and as a member of SEC I pledge to avidly advocate and represent the forming 2012-2013 Undergraduate Caucus.

The spirit and ideas already buzzing among the undergraduate senators will need representation on the SEC and persuasive argument among top University officials. I hope that my unique experiences as Biological Sciences/Music Performance double major and North Campus Resident assistant can continue to provide insight into undergraduate needs and leadership to undergraduate causes.

Thank you.

Matthew Popkin – College of Behavioral and Social Sciences

Over the past two years, I have had the privilege and responsibility of serving as the Senior Vice President and Director of Sustainability for the Student Government Association, being privy to a wide variety of student concerns and campus issues. I am currently serving my second term as the undergraduate representative to the University Sustainability Council, working with staff, faculty, and administrators to develop campus sustainability policy. I have also been a student representative and active participant on the Facilities Master Plan Transportation Subcommittee, Vice President of Administrative Affairs Search Committee, and the University Senate's Campus Affairs Committee.

My previous experience provides me with substantial context for considering new concerns as they arise. Accountability and effective deliberation are integral for the University Senate, and I will do my best to ensure that these characteristics are maintained. I believe I can be a valuable advocate for the student body and campus community based on my extensive knowledge of the University policies and procedures. I am a junior studying Government and Politics and Public Policy, with minors in sustainability and Middle East studies. If you are interested in any of my specific efforts, I encourage you to email me at mpopkin@umd.edu.

Amy Schofield – School of Public Health

Being the SPHL representative I am a junior, Kinesiology major. I transferred to Maryland in the Fall of 2011 from a small community college, College of Southern Maryland. Upon transferring here I felt as though my opinion what was happening at the university was not very valuable being that there were so many students here. Being voted into the Senate was very important to me because I feel as though I will be able to make a difference, or at least my opinion will be heard. At College of Southern Maryland I captained the Women's Soccer team during the 2010-2011 school year and that year was also the year that the Women's soccer team won the most games in the history of the Women's soccer program. I also work with a church in Mt. Rainier, Maryland that runs a free exercise and fitness program for the people in the town that are low income but still wish to improve their health. I am concerned with this school and the surrounding community.

I will be a good undergraduate representative for the Senator Executive Committee. I am good with talking to people and trying to coordinate schedules that will produce the best possible results for the Senate. I am open to ideas outside of what I believe, which is important when listening to the members of the campus community since I will be their channel to you, my fellow Senate. I will only bring ideas to the Senate that seems to be worth while and planned out. My main goal in my senior year is to help the Senate pass legislation that will leave a positive, long lasting effect on the university.

Seda Tolu – College of Mathematical and Natural Sciences

I am truly humbled to have the opportunity to serve my second term on the University Senate as an Undergraduate CMNS Senator. I have gained a wealth of experience not only from Senate, but also from serving on two separate committees for the 2012 term: the Programs Curricula and Courses (PCC) as well as the Campus Advisory Transportation Committee (CTAC).

In the past year, my dynamic experience with Senate and its Committees has given me the motivation to run for the Senate Executive Committee (SEC). I am confident that I will be able to represent the undergraduate voice with passion, professionalism, and dedication. As a student, my involvement with the university is full of variety from teaching Guided Study Sessions for BSCI 105, to being the co-president of the American Medical Student Association. As a result I have attained the leadership and communication skills that are required to be an integral part of SEC. With your vote, serving on SEC will be an honor that I would assume with the utmost responsibility and esteem. Thank you so much for your consideration.

Candidacy Statements for the Committee on Committees 2012-2013 Elections

Faculty Senator Nominees

Marilee Lindemann – Associate Professor, College of Arts and Humanities

Director, Lesbian, Gay, Bisexual, and Transgender Studies Program, Office of Undergraduate Studies

By training, I am a scholar of late 19th- and early 20th-century American literature whose work is grounded in feminist and queer critical approaches. I have published a monograph, two editions, and an edited collection of essays on the novelist Willa Cather (1873-1947). In recent years, my interests have shifted to include new media studies and modes of online writing. I am also in my tenth year as director of the University's program in Lesbian, Gay, Bisexual, and Transgender Studies, which I had the privilege of helping to found. I have been at Maryland since 1992 and have strong commitments to supporting diversity and inclusion in all aspects of our work and community. I currently serve on the General Education Faculty Board for Diversity and the Senate Task Force on Open Access.

I would welcome the opportunity to serve on the Committee on Committees because I believe my knowledge of the campus and my track record on diversity issues would be particularly helpful in that context.

Robert Nelson – Professor, School of Public Policy

I have been a professor in the School of Public Policy since 1993. My area of expertise is environmental policy. Before coming to the University of Maryland in 1993, I worked for 18 years as a senior economist in the Office of Policy Analysis in the Office of the Secretary of the Interior. I have written for various journalistic outlets as well as books, articles and other more traditional scholarly efforts. As a faculty member in the School of Public Policy, I see it as part of my “service” role to help to inform and otherwise participate in policy debate. I am trained professionally as an economist but my writings have a multidisciplinary character. I have previously served in the University Senate and am now rejoining it after being away for a few years.

As a candidate for the nominations committee, I bring a familiarity with a number of professional disciplines, as is required to be an effective contributor to public policy. I have been on some universitywide committees, read the Diamondback, and otherwise follow university affairs as my various other commitments allow. In my many years in the federal government, and in more recent years at the University of Maryland, I have served on many committees and believe I have often contributed valuably, as I would hope to do on the Committee on Committees.

Lourdes Salamanca-Riba – Professor, A. James Clark School of Engineering

Lourdes Salamanca-Riba has a BS degree in Physics from the Autonomous Metropolitan University in Mexico City and a PhD degree in Physics from the Massachusetts Institute of Technology. She was a Senior Research Scientist at the GM Research Laboratories in Warren, Michigan. She came to the University of Maryland as an Assistant Professor, then became an Associate Professor and now is a Professor in the Materials Science and Engineering Department.

Her research focuses on the fabrication and characterization of nanomaterials for electronic devices. The materials she is investigating have applications in solar cells, high temperature field effect transistors, metals for contacts, etc. Her research projects are collaborations with researchers in other departments on campus as well as the Army Research Laboratories, the Naval Surface Warfare Center, the National Institute of Standards and Technology and several private companies.

Lourdes' current teaching load includes a laboratory hands-on course on the use of a transmission electron microscope (TEM), a theory course on the interpretation of TEM images as well as a course on the role of defects on the properties of materials.

Lourdes Salamanca-Riba frequently has undergraduate students doing research in her laboratory. She is also an undergraduate advisor for students in the MSE Department and was the Engineering Advisor in the Physical Sciences Program and an advisor in Letters and Science. She has been the chair of the Engineering Council and a member of the University of Maryland Senate.

Non-Exempt Staff Senator Nominees

Alan Holmes – Office Supervisor, Transportation Services, Division of Student Affairs

I previously served on the Senate during the 2009-2010 year as a Contingent II member and I feel I have learned a great deal about the Senate and its operation. I was very vocal (to the tune of being quoted in the Diamondback) on my support for the Good Samaritan policy that the University Senate adopted. I am also very vocal about supporting the best interests of the regular non-exempt staff here at the University. I have been a university employee for over 5 years now, starting as a student driver for Shuttle-UM, and feel I have the ability to represent the needs of the university employees against the needs of the University itself. I was recently elected as a Non-Exempt Staff Senator with a new three-year-term. I ask for your support as I run for a position on the Committee on Committees, so that I can continue to advocate on behalf of staff members at the University. Thank you.

Graduate Student Senator Nominees

Valerie Lubrano – Robert H. Smith School of Business

My name is Valerie Lubrano and I am a second-year MBA/MPP graduate student with a specialization in International Security and Economic Policy. Before coming to graduate school, I worked as a fixed income analyst, most recently covering Latin American Emerging Markets and Biotechnology companies. I completed my undergraduate education at Northeastern University in Boston, MA with a degree in Mathematics and Finance. Since joining the UMD Community in 2010, I have maintained an active role on campus. In addition to being recently re-elected as a Graduate Senator, I have also been a board member for a number of student organizations, including Net Impact and the Emerging Markets Association.

I would like to serve on the Committee on Committees because I believe my analytical skills would be beneficial to the group. My ability to see the big picture coupled with my commitment to creating positive change at the University make me a desirable candidate for the position. I welcome the opportunity to work with others with the common goal of enhancing the shared governance structure at UMD and ensuring equitable representation across the diverse interests on campus.

Undergraduate Student Senator Nominees

David Lieb – College of Computer, Mathematical, and Natural Sciences

As CMNS Legislator in SGA, I have experience representing both my constituency and SGA in formal functions in meetings. Furthermore, as a member of the SGA Academic Affairs and Student Group Affairs Committees, I also know what goes on with the processing of bills and committee reports, particularly those that directly impact students. On a more fundamental level, the reason I ran for SGA and the University Senate was because I didn't like the direction policies were going, and I wanted to be involved in the process so that student concerns would be

represented. As a member of the Committee on Committees, I will make sure that undergraduate students are well represented on standing committees.

Sarah Marks – College of Education

I would love the opportunity to help the University Senate by being elected as part of the Committee on Committees. I think I would be a great fit for the committee because of my strong collaboration, leadership, and communication skills. Being an integrative part of a team has really helped me see the big picture, yet be able to manage the details of a task to get the desired outcome. One experience I have had working on an integrative team has been working with a child with Autism. I think that my work with this team has helped me better refine my skill set to be able to be an excellent committee candidate.

Currently, I am working on a team with teachers, parents, and therapists, for a child who has Autism. In order to give the student the best education, I am responsible for collecting accurate data, organizing the data, presenting it to a behaviorist and communicating between team members to best inform our next educational decision for this child. I thoroughly enjoy being able to work first hand with the child who has Autism, yet also be a voice to her parents and behaviorist. I also enjoy collaborating with fellow therapists in order to best do our jobs. I think this experience has prepared me to be able to transfer these skills to the committee experience and serve as an effective team member. Thanks!

Candidacy Statements for the Athletic Council 2012-2013 Election

Faculty Nominees

Agis Iliadis – Professor, A. James Clark School of Engineering

My research and teaching in the ECE Department involves advising and mentoring of both undergraduate and graduate students. In my mentoring sessions of undergraduate students I always emphasize physical exercise and playing games in their extracurricular activities as a means to reduce stress and achieve better academic performance. I have served in a number of senate committees over the years (Campus Affairs, Educational Affairs, Student Affairs, Campus Parking Advisory Committee, Academic Procedures and Standards Committee, and Elections Representation and Governance Committee, and the IT Council), proud to have contributed to the decision process for improving University Policies on better Safety on Campus, Parking on Campus, Helmet and Registration Policy on Mopeds, International Education, Awards, Internships, Exams, and others. Over the past 25 years I provided significant service to the University Community and the Engineering Community at large through Senate and Departmental Committees and through professional societies like IEEE, SPIE, and MRS.

In 2010-2011 I served as a member of the Athletic Council, and I felt privileged that I was able to contribute to the decision process of the Council. I would like to be part of it again, and I believe I can contribute significantly to the decision process in a number of areas such as Drug Testing Procedures, Grievance Policies, Concussion Management Policies, Tutoring, and Games Revenues, for finding solutions in these financially difficult times for our Athletic Program.

Eric Kasischke – Professor, College of Behavioral and Social Sciences

Over the past four years, I have had the privilege to provide service to the University Community in a variety of ways, including as a member of the Campus Affairs Committee, a Senator, Chair of the Senate's Faculty Affairs Committee, Chair-Elect of the University Senate, member of the Senate Executive Committee, and for the last year, Chair of the University Senate. Last fall, I had the opportunity to serve on the President's Commission on Intercollegiate Athletics. From this experience, I learned first-hand the challenges that student athletes at Maryland face, as well as the issues that the Department of Intercollegiate Athletics must address in moving forward. I would like to use the insights I gained through this experience as a foundation for serving as a member of the Athletic Council. I am a strong supporter of the positive benefits that athletics has for the University community, and at the same time, I also strongly believe in the philosophy that student athletes are students first and athletes second. The challenge the university faces is creating an environment where students are successful in the class room as well as on the playing field.

Doron Levy – Professor, College of Computer, Mathematical, and Natural Sciences

I am a Professor of Mathematics and a member of the Center for Scientific Computation and Mathematical Modeling (CSCAMM). My research focuses on applications of mathematics in biology and medical sciences. I have been working on a range of problems in cancer, immunology, cell motility, and imaging. Most of my research is conducted in collaboration with colleagues in Medical Schools, Biology Departments, and researchers at the National Institutes of Health. In parallel to my research I have been engaged in many educational activities including K-12 education, undergraduate-level and graduate-level curriculum development, and doctoral and

postdoctoral training. Starting in Summer 2012, I will be the Associate Chair for Undergraduate Studies in the Department of Mathematics.

I will be honored to serve as a member of the University Athletic Council. I will bring to this committee an extensive experience in interdisciplinary collaborations, a first-hand familiarity with the inner mechanisms of our university and many other universities, and an ongoing commitment to further improving our institution. We have a great athletics program. As a member of the Council I will be committed to strengthening the connection between sports and academics.

Stuart Milner – Research Professor, A. James Clark School of Engineering

I would bring a unique background and perspective to the University Athletic Council as an academic, an athlete, a coach and as a lacrosse official. I am a former lacrosse player (undergraduate at the University of Maryland; post collegiate), and lacrosse coach (summer league). I have been a lacrosse referee for over 20 years, and I have worked at all levels including youth, high school, college (NCAA; NJCAA; MCLA), international and post collegiate. I believe it is important to understand matters dealing with both athletics and academic perspectives. I understand the importance of, and issues involved in, sustaining a program as well as ensuring excellence in research.

I am a research professor in the Department of Civil and Environmental Engineering, and Director of the Center for Networking of Infrastructure Sensors, A. James Clark School of Engineering. In addition, since 2006, I have held an appointment as a visiting professor in the Department of Electrical and Electronic Engineering, University of Melbourne, Australia. In addition to supervising graduate students and serving on doctoral committees, I have taught courses at the graduate level in engineering, and I served as a mentor of undergraduate students in the Gemstone program.

I received my B.S. from the University of Maryland, my M.S. from the University of Georgia, and my Ph.D. from the University of Pittsburgh. Since 1999, I have been conducting research in: wireless sensor networks for critical infrastructure surveillance - real-time event detection and follow up; broadband optical/RF wireless networks; topology control, mobility control, and prediction in hybrid free space optical/RF directional; agile gimbals and transceivers, and free space optical sensor networks. My research has been sponsored by DARPA, the Air Force Office of Scientific Research, the Army Research Lab, the Office of Naval Research, the National Institute of Aerospace, and the National Science Foundation. Before joining the faculty at the University of Maryland, I was a Program Manager in the Defense Advanced Research Projects Agency, where I directed research and development programs in advanced, wireless networking technologies and large-scale simulation networks.

Raymond Paternoster – Professor, College of Behavioral and Social Sciences

I have been at the University of Maryland since 1982 and have seen its share of ups and downs in the athletic department and among student athletes. Over the many years I have, I think, more than pulled my weight in faculty and university governance, but the athletic department has always been somewhat special to me. In my undergraduate classes I have dealt with numerous student athletes struggling to balance their dual roles, watching some succeed and some not do so well. I can recall my own struggles in balancing the two roles, though not at the college level, and I am currently going through the process with my own son. I can, therefore, fairly say that I am a strong supporter of college athletics and the important and positive role that athletic competition and team sports

in general can have in developing the character of students. I will do whatever I can to support both the athletic department and the student-athletes in achieving their goals.

Mary Sies – Associate Professor, College of Arts and Humanities

My research and teaching span planning history, architectural history, historic preservation, urban/suburban history, and cultural and social history of the U.S. in the 19th and 20th centuries. I am an authority on the history, design, and consumption of American suburbs from 1850 to the present. I am part of a group of scholars actively rethinking the theory and practice of historic preservation to center on preservation of the recent past, the heritage of marginalized subgroups in the United States, and community-engaged scholarship. I have developed a collaboration with the Lakeland Community Heritage Project in which students partner with members of the Lakeland community (near campus) to document and interpret Lakeland's history and culture. As a faculty member here for 24 years, I have mentored and taught undergraduate and graduate students, including scholar athletes from many men's and women's sports.

I began my service for the University Senate shortly after arriving on campus. I have served on the Adjunct Senate Committee on Instructional Resources (1989-90), the Educational Affairs Committee (1999-2000), and the Student Affairs Committee (2007-09); I represented the Departments of American Studies and Women's Studies as a Senator from 1997-2000. I have a long record of service in my department, the College of Arts & Humanities, and the School of Architecture, Planning, and Preservation. On a personal note, I am an avid spectator of quite a wide variety of sports and a multiple-year season ticket holder for Women's Basketball. I would bring to the Athletic Council knowledge and appreciation of a broad range of sports and strong advocacy for scholar-athletes.

Candidacy Statements for the Council of University System Faculty (CUSF) 2012-2013 Election

Faculty Full-Time Representative Nominees

Linda Aldoory – Associate Professor, School of Public Health

I have been with the University of Maryland College Park since 1999. For 12 years, I was in the College of Arts and Humanities (ARHU), first as assistant professor and then as associate professor in the Department of Communication. Since last summer, I have been Endowed Chair and Director of the Herschel S. Horowitz Center for Health Literacy and associate professor in the Department of Behavioral and Community Health in the School of Public Health. Thus, my experiences at Maryland have spanned not only departments but colleges as well. My current research and teaching focuses on health communication and informatics, specifically addressing the effects of health messages and multi-media health campaigns on women and underserved health populations. Over the years my service has included not only departmental level activities, but also University-level committees and professional activities. I served on the selection committees for the Kirwan Undergraduate Education Award and the Graduate Faculty Mentor of the Year Award, the dean's search committee for the School of Public Health, and the Academic Procedures and Standards Committee for the University Senate. For ARHU I was secretary and then chair of the Collegiate Council. My professional activities include being elected to the Standing Committee on Teaching of the Association for Education in Journalism and Mass Communication (2009 – present) and being elected editor of the *Journal of Public Relations Research* (2005-2009).

I am excited at the prospect of serving on the Council of University System Faculty as I have always believed in cross-campus communication and am looking forward to opportunities for hearing and sharing faculty perspectives. In the School of Public Health I currently work across campuses with faculty at the University of Maryland at Baltimore on research grants, and with the strategic alliance between the two campuses I hope to discover innovative ways to collaborate. Serving on this committee will help me learn about the faculty at other campuses and learn how to relate to faculty issues as they are addressed across the state.

Bernard Cooperman – Associate Professor, College of Arts and Humanities

Bernard D. Cooperman has held the Louis L. Kaplan Chair in Jewish History at the University of Maryland and has been an associate professor in the Department of History since 1989. Since coming to College Park, he has taken an active role in various aspects of University governance, in the expansion and re-organization of undergraduate teaching of history, foreign languages, and Judaica, in the development of the University's Library holdings, in expanding our outreach programs to both pre-university-level teachers and the general public, in fundraising, and recently in the development of methods for on-line teaching. He has served on numerous University and departmental committees, been the Director of the Joseph and Rebecca Meyerhoff Center for Jewish Studies (5 years), a member of the Senate's and President's Library Council (2 years as Chair), several times a member of the CORE committee in charge of vetting courses for Social Sciences and History, a member of Search Committees for faculty in several departments as well as for a University vice-president, and for two years a member of the College of Arts and Humanities Faculty Council. He has served on the campus Senate this year and has been elected for another term. He established and edits a publication series that has produced 22 volumes to date under the imprint of "University Press of Maryland" thus contributing works of scholarship and teaching, and increasing the reputation of the University. That series aside, he has published seven scholarly books, (translated and/or edited), and authored about a dozen scholarly articles in his own field of early modern Jewish history. He is presently at work on studies of Portuguese Jewish merchants in 16th-century Italy as well as the impact of print on Jewish culture. He is currently serving on the council and editorial board of the Renaissance Society of America, a major national association in his field.

Berny sees the University of Maryland's mission as combining active innovation in undergraduate education with an aggressive attempt to build up graduate training especially for local-area students who are academically ambitious and see their future in academia and/or in government service, teaching, journalism, and public history. The university has a double commitment—to the academy and to the public intellectual world. But these are not mutually exclusive; they are mutually reinforcing. He has long advocated, and hopes to continue to advocate, for major innovations that might contribute to these goals.

Examples include

- 1) reducing the student load from 5 courses to 4 along the lines of many private universities but increasing the credit hours from 3 to 4 per course, with a mandatory one-hour of seminar-style work and a required expanded writing requirement as appropriate;
- 2) creating a University of Maryland Press that would produce scholarly monographs and textbooks in digital as well as paper formats at reasonable cost;
- 3) developing more off-site teaching so as to service a broader population and to effectively compete with the aggressive marketing techniques of for-profit and not-for-profit private universities in this area;
- 4) developing a Humanities research institute on campus that would take advantage of the rich resources in close geographic proximity.

He hopes that serving on the CUSF will give him a chance to contribute to the University System but also to learn how to promote such ideas more effectively.

Candidacy Statements for the Campus Transportation Advisory Committee (CTAC) 2012-2013 Election

Faculty Representative Nominees

Linda Macri – Lecturer, College of Arts and Humanities

I have taught at the University since 1992, first as a graduate teaching assistant, and later as a part-time and then a full-time lecturer, teaching a range of courses, from English 101 to a graduate course. I earned my doctorate in English from the University in 2000. From 2002-2005, I served as an advisor and internship coordinator in the English Department; during that time, I ran the MGA internship program, providing me insight into relations between the University and the legislature. Since 2005, I have been the Director of Academic Writing. English 101 enrolls over 4000 students annually, and my responsibilities include curricular oversight, staffing, training and mentoring of instructors (adjuncts and teaching assistants) and coordination with a variety of campus programs, including CTE, OIT, the Office of Student Conduct, Freshman Connection, and the Athletic Department. I have also overseen a number of changes and innovations in Academic Writing, including piloting a project to bring English 101 to a local high school, beginning an Undergraduate Teaching Assistant program in the writing programs, and participating in the Provost's Blended Learning Initiative.

Beyond my department, I have enjoyed participation in a variety of cross-campus committees and initiatives, including the Campus Writing Board, the First Year Book Committee, the Coalition for Civic Engagement and Leadership, and the Chesapeake Project. I am very pleased to begin serving my first term on the Senate this May.

Staff Representative Nominees

Regina Ives – Non-Exempt Staff; Office Clerk II; Institute for Physical Science and Technology, CMNS

I've been working as an Office Clerk in the Institute for Physical Science and Technology Department at the University of Maryland since April 2007. I became Parking Coordinator this past year which allows me to be in charge of parking for the IPST Department. A few other responsibilities of my job include purchasing, ordering, keeping track of the office supplies to insure that we always have the needed supplies on hand, managing keys, setting up for weekly seminars, receiving and signing for packages along with notifying the person to whom they are addressed that they have arrived. I am also the assistant to the Business Services Specialist. I have experience in procurement, processing Miscellaneous Payment requests, along with providing Internal Service request forms when needed. I am greatly appreciative of the things I have learned while working here at the University of Maryland.

I'm looking forward to joining the University Campus Transportation Advisory Committee as I feel it would be a great place for someone like me who happens to be Parking Coordinator for the Institute for Physical Science and Technology Department.

Thank You for this opportunity.

Alice Mitchell – Exempt Staff; Psychometrist, Counseling Center, Division of Student Affairs

I head the Testing Office within the Counseling Center and am an Affiliate Assistant Professor (graduate faculty) in the Higher Education, Student Affairs, and International Education Policy program. My Ph.D. (1997; College Student Personnel Administration) is from the University of Maryland. I also completed an EDMS (Measurement and Statistics) doctoral minor and five levels of ASL (American Sign Language) at Gallaudet University. My Masters Degree is from Bowling Green State University (OH), and my Bachelor of Music degree from Heidelberg College (OH).

I have held increasingly responsible positions in several states. I am on the Governing Board of an international student affairs association (ACPA) and have held a number of elected and appointed positions with ACPA. I have been honored with several awards within the profession of student affairs. My publications include a co-edited book (Making good on the promise: Student affairs professionals with disabilities) and several articles in refereed journals.

At the University of Maryland I serve on the Sustainability Committee (Assessment subcommittee) and the Work-Life Committee (Assessment subcommittee), both in the division of Student Affairs. Within the Counseling Center, I chair our Sustainability Committee.

Serving on the Campus Transportation Advisory Committee would be an outgrowth of my commitment to sustainability and to disability. I ride the campus shuttle, bike home from work, and have a Zipcar membership. I want to continue to explore ways that these options can work for more of us. I also want to continue to advocate for transportation policies and practices that work well for faculty, staff, and students with disabilities.

Undergraduate Student Senator Nominees

Matthew Popkin – College of Behavioral and Social Sciences

Over the past two years, I have had the privilege and responsibility of serving as the Senior Vice President and Director of Sustainability for the Student Government Association, being privy to a wide variety of student concerns and campus issues. I am currently serving my second term as the undergraduate representative to the University Sustainability Council, working with staff, faculty, and administrators to develop campus sustainability policy. I have also been a student representative and active participant on the Facilities Master Plan Transportation Subcommittee, Vice President of Administrative Affairs Search Committee, and the University Senate's Campus Affairs Committee. My previous experience in long-term transportation planning on both the Facilities Master Plan Transportation Subcommittee and University Sustainability Council provide me with an excellent context for discussing policy changes and transportation costs. I have been active and advocating for the incorporation of bicycle plans, the Purple Line, and public transit connectivity more broadly. I believe I can be a valuable advocate for the student body and campus community based on my extensive knowledge of campus planning process, the Climate Action Plan, and the Facilities Master Plan.



University Senate TRANSMITTAL FORM

Senate Document #:	11-12-38
Title:	Campus Safety Report 2012
Presenter:	Marcy Marinelli, Chair, Senate Campus Affairs Committee
Date of SEC Review:	April 17, 2012
Date of Senate Review:	May 3, 2012
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 the University of Maryland and documenting these findings in a Safety Report.
Relevant Policy # & URL:	N/A
Recommendation:	The Campus Affairs Committee is presenting the Campus Safety Report to the Senate as an informational item.
Committee Work:	The Campus Affairs Committee began planning its annual safety forum in November 2011. The Committee chose to make sexual assault and harassment awareness the topic of this year's forum and created a panel to highlight issues with sexual assault and harassment on campus. The panel for the forum consisted of David Mitchell, Chief of Police, UMCP Police Department; Roger Candelaria, Campus Compliance Officer, Office of Diversity Education and Compliance; Allison Bennett, Coordinator of SARPP, University Health Center; Sarah Mebane, Campus Counselor, University Counseling Center; and Andrea Goodwin, Director of the Office of Student Conduct.
Alternatives:	N/A
Risks:	N/A
Financial Implications:	N/A
Further Approvals Required:	N/A

Campus Affairs Committee
Campus Safety Report 2012

Each year, the Campus Affairs Committee of the University Senate is charged with conducting a safety forum. In previous years, the committee has chosen a theme for the discussion, such as the helmet policy topic of the 2011 Campus Safety Forum. Given the high visibility of the Penn State sexual abuse case, the Campus Affairs Committee decided that the topic of sexual abuse/sexual harassment would be an appropriate theme for this year's forum. In addition, the US Office of Civil Rights recently sent a "Dear Colleague" letter to campuses regarding changes to the burden of proof in cases of sexual assault on campus. Our campus, as well as others across the nation, was required to respond to this letter. In addition, this year marks the 40th anniversary of Title IX, which is one of the first laws to prohibit sexual harassment. Finally, April is Sexual Assault Awareness Month and the committee felt that the timing of the forum would provide a good kick-off for the activities that were already planned on campus.

The Campus Safety Forum was held on March 29, 2012 in the Multipurpose Room of the Nyumburu Cultural Center. The forum included a guest panel, developed by the Campus Affairs Committee, to address and highlight the issues of sexual assault and sexual harassment on campus. This year's panel included David Mitchell, Chief of Police, University of Maryland College Park Police Department; Roger Candelaria, Campus Compliance Officer, Office of Diversity Education and Compliance; Allison Bennett, Coordinator of the Sexual Assault Response and Prevention Program (SARPP), University Health Center; Sara Mebane, Staff Psychologist, University Counseling Center; and Andrea Goodwin, Director of the Office of Student Conduct. Marcy Marinelli, Chair of the Campus Affairs Committee, moderated the safety forum.

This year's forum marked a notable increase in attendance, with more than fifty people from a plethora of campus constituencies. The audience consisted of undergraduates, graduate students, staff (both exempt and non-exempt), and faculty.

Chair Marinelli gave a brief introduction and description of the Campus Affairs Committee Safety Forum and its history. In addition, she spoke about the reasoning behind the Committee's choice of topic, the structure of the forum, and ground rules for the discussion. At the conclusion of her remarks, Marinelli introduced each panelist and invited him/her to give a brief overview of his/her role on campus relative to these topics and a description of the services and/or resources that their office provides to the campus community.

Guest Panel

David Mitchell, Chief of Police, University of Maryland College Park Police Department

Chief Mitchell presented his perspective on sexual assault, explaining that his department does not investigate sexual harassment unless it rises to a level of criminal misconduct. Examining more of the criminal aspect of this topic, Mitchell defined relevant crimes and provided statistics from the University of Maryland College Park (UMCP) campus. According to Mitchell, our numbers are low, compared to many other campuses, but still unacceptable.

Chief Mitchell presented his office as a passionate advocate for the abused, explaining that his staff are well-trained and very prepared to deal with these incidents and will not allow anyone to be re-victimized by either their offender or having to tell the story repeatedly to authorities. In addition, Chief Mitchell addressed ways in which the campus community could prevent such events, highlighting the role of alcohol in so many sexual assaults and the need for better awareness of warning signs. Lastly, Chief Mitchell informed the audience that the majority of sexual assaults at UMCP and nationwide are committed by people the victim knows, rather than complete strangers.

Roger Candelaria, Campus Compliance Officer, Office of Diversity Education and Compliance

Campus Compliance Officer, Roger Candelaria spoke to the issues of sexual harassment on campus, as it relates to the Office of Diversity, Education, and Compliance and UMCP. As defined by law in the Civil Rights Act of 1974, sexual harassment is defined as "unwanted

sexual advances.” With harassment, there are not varying degrees. The Office of Diversity Education and Compliance is tasked with applying minimum standards on campus regarding these issues. Candelaria further explained that his office investigates cases of sexual harassment on campus and meets with victims confidentially to assess the best way to proceed. Once a complaint is made, Candelaria seeks to resolve it collaboratively with all parties.

Allison Bennett, Coordinator of the Sexual Assault Response and Prevention Program (SARPP),
University Health Center

SARPP provides advocacy services for victims of sexual assault in a victim-friendly, non-threatening environment. As April is Sexual Assault Awareness, Bennett made attendees aware of various events on campus including the Clothesline Project and the screening of a documentary on sexual assault.

Recently, SARPP has been integrated into the human resources training program and the freshman orientation program. In addition, there is a peer education program, training students to educate their peers, and also a one-day seminar to train students how to be more aware and alert to the issue of sexual assault both in their own lives and on campus. SARPP provides 24/7 advocacy services to aid in the process after an assault has occurred. These services are provided by SARPP, counseling services, and health services. Conversations regarding medical and mental health care are some of the most common services that SARPP provides. In addition, SARPP will liaise between the victim and either the UMCP Police Department or the Office of Student Conduct to ensure that the victim is always supported and led through the process if he or she chooses to take that route.

Bennett provided some general statistics. She stated that 1 in 5 women will experience a sexual assault while pursuing their undergraduate degrees. While SARPP does not work with 20% of the campus community, they make this statistic known because victims are either unaware of the services available to them or not ready to seek those services.

Since its inception in 2005, SARPP has conducted over 650 consultations, though the office often works with the same victim multiple times after an assault has occurred. When it is clear that an incident has occurred, SARPP is required to file a Cleary Report, but that is only if the victim has felt comfortable enough to share the necessary amount of information. Most often, victims are requesting services for a sexual assault that has occurred, but SARPP also sees many victims as a result of intimate partner violence and stalking.

Sara Mebane, Staff Psychologist, University Counseling Center

Dr. Mebane discussed the psychological impact of sexual harassment and sexual assault on the survivors. She provided a hand-out that described the psychological reactions to sexual assault, common reactions to trauma, and the five basic needs often disrupted by trauma. She also discussed the services available at the University Counseling Center to help survivors better cope with sexual assault.

Andrea Goodwin, Director of the Office of Student Conduct

While the Office of Student Conduct (OSC) is not often the first place victims seek assistance, Goodwin assured the audience that her office is ready and willing to assist all victims. OSC is charged with resolving complaints against students, while complaints against faculty and staff would be handled in a different way.

Recently, the Office of Student Conduct has seen changes, primarily in the move to “preponderance of evidence” and the ability for a victim to appeal a student conduct decision if he/she feels that the outcome was not just. Even though an assault may occur off-campus, Goodwin said that a hostile environment is often created for the victim on-campus and the Office of Student Conduct can sometimes bring charges forward in that situation.

Regarding the judicial process in the Office of Student Conduct, Goodwin first explained that charges are not pursued unless the victim chooses that route. Victims can pursue the route of the Office of Student Conduct regardless of whether they have chosen to pursue criminal charges.

Throughout the process, students are allowed to have advocates, family members, and/or an attorney present to aid them in the resolution of their issue. Lastly, Goodwin advised students to be aware of their surroundings and watch for warning signs of assault in their campus community.

Open Forum

After each panelist spoke, Chair Marinelli opened up the forum to comments and questions from the floor.

Zero-Tolerance Policy

Many attendees felt that the University needed to institute a zero-tolerance policy for sexual assault and harassment to both prevent events from occurring and hold offenders responsible. Chief Mitchell stated that a zero-tolerance policy is definitely in effect for responding to issues of assault and harassment, though his department and the University are always striving to improve.

Solomon Comissiong, President, Black Faculty and Staff Association

Black Faculty and Staff Association (BFSA) President Solomon Comissiong expressed passionate concern regarding the University's response to worker allegations of sexual assault and harassment. Many forums have been held regarding the issue, but he claimed little has been done. He alleged that the administration at UMCP has ignored both the Human Resources Working Group's recommendations in September and the independent BFSA report outlining each of the alleged attacks in detail. In addition, he claimed that the university continues to provide an unsafe work environment and little communication regarding the resolution process to these employees. Among his specific concerns, Comissiong noted that previously, a shuttle transported early-morning employees from the parking lots to their destination, but that shuttle no longer exists. In response to this lack of transportation, dedicated students have been arriving on campus at 4 a.m. to transport employees to their destination.

Chief Mitchell responded that the University had addressed many of the issues regarding the worker allegations and is still working to improve the work environment at UMD. With regards to the shuttle, Chief Mitchell pledged to investigate why the shuttle had stopped running and try to reinstate its route. In addition, he said that the SGA conducts regular safety walks to address safety issues around campus, which have resulted in many lighting and other safety improvements.

Training Programs

Multiple attendees expressed a desire to see more training for sexual assault prevention and defense. Attendees expressed their concerns about early prevention and awareness programs both on campus and before students attend college. An attendee alleged that the campus is doing a great job counseling and aiding victims after an assault has occurred, but not enough to prevent an assault before it happens. Attendees suggested possible self-defense, bystander prevention, and general awareness classes as ways to make the campus more aware of how to protect themselves and intervene when necessary.

Human Resources

Dale Anderson, Director of Human Resources, responded to concerns raised throughout the forum. He explained that his office was very dedicated to maintaining a healthy work environment for all employees, especially those in Facilities Management, whom he claimed were some of the hardest working people at UMCP. Multiple changes have been made since the reports were released earlier this year, most notably the inclusion of a training program in Human Resources to deal with sexual assault as well as further training for management of sexual assault and harassment issues.

Conclusion

Seeing that there were no further questions, Marinelli closed the open forum. She thanked the panel and all that were in attendance for coming to express their concerns about sexual assault and sexual harassment. She also reminded those in attendance that they could still make comments on the website that was set up for taking comments prior to the forum. She reiterated the fact that the concerns voiced in the open forum would be reflected in the report that would be submitted to the Senate.

The Campus Affairs Committee met on April 3, 2012 and discussed the minutes from the Safety Forum. The Committee felt strongly that the issues brought up in the forum should be kept in the forefront and that we should advocate on behalf of victims of sexual assault/sexual harassment.



**University Senate
TRANSMITTAL FORM**

Senate Document #:	11-12-39
PCC ID #:	11046
Title:	PCC Proposal to Rename the “Community Health Education” Master of Public Health Area of Concentration to “Behavioral and Community Health”
Presenter:	David Salness, Chair, Senate Programs, Curricula, and Courses Committee
Date of SEC Review:	April 17, 2012
Date of Senate Review:	May 3, 2012
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 School of Public Health and the Department of Behavioral and Community Health propose to change the name of the Master of Public Health Area of Concentration in Community Health Education to Behavioral and Community Health. The proposed name of Behavioral and Community Health better conveys the nature of the work conducted within this Area of Concentration and more accurately reflects the concentration’s focus on health behavior. The new name also reflects the name of the department, which was changed in 2011 from Public and Community Health to Behavioral and Community Health, for the same reasons. This change was supported by the College of Behavioral and Social Sciences.</p> <p>The Academic Planning Advisory Committee approved the proposal on March 26, 2012. The Graduate PCC Committee approved the proposal on March 27, 2012, and the Graduate Council approved the proposal on March 30, 2012. The Senate PCC Committee approved the proposal on April 6, 2012.</p>
Relevant Policy # & URL:	
Recommendation:	The Senate Committee on Programs, Curricula, and Courses recommends that the Senate accept the name change.

Committee Work:	The Committee considered the proposal at its April 6, 2012, meeting. Dr. Robin Sawyer of the Department of Behavioral and Community Health was present to discuss the proposal and answer questions. After discussion, the Committee voted unanimously to recommend the proposal.
Alternatives:	The Senate could decline to approve the new name for this Area of Concentration.
Risks:	If the Senate does not approve this proposal, then this Area of Concentration will retain its existing name, which does not accurately reflect the nature of this Area of Concentration.
Financial Implications:	There are no significant financial implications with this proposal.
Further Approvals Required:	If the Senate approves this proposal, it would still require further approval by the President and the Chancellor, and the Maryland Higher Education Commission will need to be notified.

**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.

11046

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

College/School: SPHL

Please also add College/School Unit Code-First 8 digits: **012033001**

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

Department/Program: Behavioral and Community Health

Please also add Department/Program Unit Code-Last 7 digits: **330301**

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.

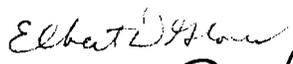
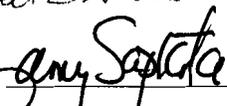
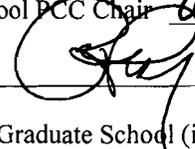
Summary of Proposed Action:

In 2000, our department (former name: Department of Public and Community Health) was housed within the College of Health and Human Performance so only our master's degree in public health (MPH) program was eligible for accreditation by the Council on Education in Public Health (CEPH). Had our MPH program been offered through a School of Public Health (SPH), the school would have been eligible for accreditation, rather than the individual degree program. In 2000, CEPH offered a limited number of categories to choose from for MPH degree titles. The closest degree title that fit our discipline and curriculum was an MPH in Community Health Education; therefore, the degree title was chosen and we have maintained the degree title for nearly 12 years.

Now that we are the Department of Behavioral and Community Health in an accredited SPH, we would like to change our MPH degree title to a MPH in Behavioral and Community Health to better reflect our curriculum and the breadth of our discipline within public health.

=====

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 
4. Dean 
5. Dean of the Graduate School (if required) _____
6. Chair, Senate PCC _____
7. University Senate Chair (if required) _____
8. Senior Vice President for Academic Affairs & Provost _____



University Senate TRANSMITTAL FORM

Senate Document #:	11-12-20
PCC ID #:	N/A
Title:	Activation of the USM Clinical Faculty Titles - Amendment
Presenter:	Charles Fenster, Chair, Senate Faculty Affairs Committee
Date of SEC Review:	April 17, 2012
Date of Senate Review:	May 3, 2012
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 University Senate and President Loh approved the Faculty Affairs Committee's Report on the Activation of the University System of Maryland (USM) Clinical Faculty Titles (Senate Doc. No. 11-12-20) in March 2012.</p> <p>In April 2012, the University's Office of Legal Affairs informed the Senate Office that further clarification was needed in the clinical faculty titles section of the University of Maryland Policy on Appointment, Promotion and Tenure (APT) of Faculty II-1.00(A) and advised that the policy be amended.</p>
Relevant Policy # & URL:	http://www.president.umd.edu/policies/ii100a.html
Recommendation:	The Faculty Affairs Committee (FAC) recommends that the University make the proposed changes (Appendix 1) to the University Maryland Policy on Appointment, Promotion, and Tenure of Faculty II-1.00(A)
Committee Work:	<p>The Faculty Affairs Committee (FAC) met on April 12, 2012 to consider the amendment to the APT Policy and discussed whether the clarification was necessary</p> <p>At its meeting on April 12, 2012, the FAC voted unanimously in favor of the amendment to the University of Maryland Policy on Appointment, Promotion, and Tenure of Faculty II-1.00(A).</p>
Alternatives:	The University could reject the amendment to the policy and risk confusion regarding these ranks

Risks:	There are no associated risks.
Financial Implications:	There are no related financial implications.
Further Approvals Required:	Senate Approval, Presidential Approval.

Senate Faculty Affairs Committee

Senate Document 11-12-20

Activation of the USM Clinical Faculty Titles

April 2012

BACKGROUND:

The University Senate and President Loh approved the Faculty Affairs Committee's Report on the Activation of the University System of Maryland (USM) Clinical Faculty Titles (Senate Doc. No. 11-12-20) (Appendix 2) in March 2012.

In April 2012, the University's Office of Legal Affairs informed the Senate Office that further clarification was needed in the clinical faculty titles section of the University of Maryland Policy on Appointment, Promotion and Tenure (APT) of Faculty II-1.00(A) and advised that the policy be amended.

COMMITTEE WORK:

The Faculty Affairs Committee (FAC) met on April 12, 2012 to consider the amendment to the APT Policy and discussed whether the clarification was necessary. The committee noted that the research faculty section of the University of Maryland Policy on Appointment, Promotion, and Tenure of Faculty (II-1.00(A) includes the same clarification.

RECOMMENDATIONS:

At its meeting on April 12, 2012, the FAC voted unanimously in favor of the amendment to the University of Maryland Policy on Appointment, Promotion, and Tenure of Faculty II-1.00(A).

Therefore, the following language should be included in section I. D. of the policy:

D. Faculty Engaged Exclusively Or Primarily in Clinical Teaching

All appointments in the following titles are renewable. Appointments with these faculty titles do not carry tenure.

1. Clinical Assistant Professor

The appointee shall hold, as a minimum, the terminal professional degree in the field, with training and experience in an area of specialization. There must be clear evidence of a high level of ability in clinical practice and teaching in the departmental field, and the potential for clinical and teaching excellence in a subdivision of this field. The appointee should also have demonstrated scholarly and/or administrative ability.

2. Clinical Associate Professor

In addition to the qualifications required of a Clinical Assistant Professor, the appointee should ordinarily have had extensive successful experience in clinical or professional practice in a field of specialization, or in a subdivision of the departmental field, and in working with and/or directing others (such as professionals, faculty members, graduate students, fellows, and residents or interns) in clinical activities in the field. The appointee must also have demonstrated superior teaching ability and scholarly or administrative accomplishments.

3. Clinical Professor

In addition to the qualifications required of a Clinical Associate Professor, the appointee shall have demonstrated a degree of excellence in clinical practice and teaching sufficient to establish an outstanding regional and national reputation among colleagues. The appointee shall also have demonstrated extraordinary scholarly competence and leadership in the profession.

APPENDICES:

Appendix 1 – Proposed Revisions to the University of Maryland Policy on Appointment, Promotion, and Tenure of Faculty II-1.00(A)

Appendix 2 – Faculty Affairs Committee Report on the Activation of Clinical Faculty Titles (Senate Doc. No. 11-12-20) Approved in March 2012

II-1.00(A) UNIVERSITY OF MARYLAND POLICY ON APPOINTMENT,
PROMOTION, AND TENURE OF FACULTY

APPROVED BY THE PRESIDENT, FEBRUARY 16, 1993; APPROVED BY THE CHANCELLOR, MARCH 26, 1993; TEXT ON DISTINGUISHED UNIVERSITY PROFESSOR APPROVED BY THE CHANCELLOR ON APRIL 15, 1994; TEXT ON EMERITUS STATUS ADDED 1995; TEXT ON MANDATORY RETIREMENT AT AGE 70 REMOVED MARCH, 1996; TEXT ON TERM OF SERVICE FOR APT COMMITTEE MEMBERS AMENDED FEBRUARY 1998; TEXT ON PROFESSOR OF PRACTICE AMENDED 1998; TEXT ON SENIOR LECTURER ADDED NOVEMBER 2002; TEXT ON APPEALS PROCESS AMENDED AUGUST 2003; TEXT ON FIELD FACULTY ADDED OCTOBER 2003; TEXT ON LIBRARIANS ADDED APRIL, 2004; APPROVED BY THE PRESIDENT AND THE CHANCELLOR, DECEMBER 2004, EFFECTIVE AUGUST 23, 2005, TEXT ON COLLEGE PARK PROFESSOR ADDED JUNE 2005, CONTINUING THROUGH MAY 2012. TEXT ON LIBRARIAN EMERITA /EMERITUS STATUS ADDED APRIL 2006; TEXT ON FACULTY WITH SPLIT APPOINTMENTS ON APT COMMITTEES ADDED APRIL 2006; TEXT ON FACULTY EXTENSION AGENT AND ASSOCIATE AGENT AMENDED DECEMBER 15, 2006; TEXT ON COMPOSITION OF THIRD OR CAMPUS-LEVEL REVIEW COMMITTEE AMENDED NOVEMBER 23, 2010.

This policy complements the University of Maryland System Policy on Appointment, Rank, and Tenure of Faculty, adapting that policy in accordance with the institutional mission of the University of Maryland at College Park. Within the framework of the System Policy, it specifies the criteria and procedures related to faculty personnel actions which shall apply to the University of Maryland at College Park.

Subject to the provisions of paragraphs I.C.15 and I.C.17 of the University of Maryland System Policy on Appointment, Rank and Tenure of Faculty (1989), the provisions of paragraph III.C of this University of Maryland at College Park Policy on Appointment, Promotion and Tenure of Faculty shall be published in the Faculty Handbook and shall constitute part of the contractually binding agreement between the university and the faculty member. Any proposed changes to this University of Maryland at College Park Policy on Appointment, Promotion and Tenure of Faculty shall be submitted for initial review and endorsement by the College Park Campus Senate.

Terminological Note

The procedures spelled out in this document for tenure and promotion review specify three levels of review below the President's office. For most faculty members these are the department, the college, and the campus levels. However, some faculty members are appointed in colleges and schools that are not departmentalized and that conduct the initial review at the college or school level. For uniform terminology the initial review, whether conducted by a department or a non-departmentalized school or college, is referred to as a "first-level review," and "department" is usually replaced by "first-level unit." First-level units thus comprise departments, non-

departmentalized schools, and non-departmentalized colleges. Higher levels of review are referred to as “second-level” and “third-level.”

For the purpose of this policy, the term "university" and the term "institution" shall be synonymous and shall mean the University of Maryland at College Park. For the purpose of this policy, the word "days" shall refer to calendar days.

Purpose of this Policy

The University of Maryland is dedicated to the discovery and the transmission of knowledge and to the achievement of excellence in its academic disciplines. Each faculty member has a personal responsibility for contributing to the achievement of excellence in his or her own academic discipline and for exercising the best judgment in advancing the department, the college, and the University. Those faculty members holding the rank of Professor have the greatest responsibility for establishing and maintaining the highest standards of academic performance within the University. This Policy on the Appointment, Promotion, and Tenure of Faculty exists to set the standards for appointment and promotion to the various faculty ranks and to recognize and to encourage the achievement of excellence on the part of the faculty members through the awarding of tenure and through promotion within the faculty ranks. Through this process the University builds and enhances its educational programs and services and it advances the state of knowledge which supports the growth and development of our society.

I. MINIMUM QUALIFICATIONS FOR APPOINTMENT OR PROMOTION TO THE ACADEMIC AND ACADEMIC ADMINISTRATIVE RANKS

The only faculty ranks which may involve a tenure commitment are: Professor, Associate Professor, Assistant Professor, Principal Agent, Senior Agent, and Agent, and such other ranks as the Board of Regents may approve. Effective April 5, 1989, appointments to all other ranks, including any qualified rank, other than an honorific qualification, in which an additional adjective is introduced, are for a definite term and do not involve a tenure commitment. Those granted tenure in such a rank before April 5, 1989, shall continue to hold tenure in that rank.

The following shall be the minimum qualifications for appointment or promotion to the academic ranks in use by the University of Maryland at College Park.

A. Faculty with Duties in Teaching and Research

1. Instructor^a

An appointee to the rank of Instructor ordinarily shall hold the highest earned degree in his or her field of specialization. There shall be evidence also of

^a As of November 14, 1995, this title may NOT be used for new appointments.

potential for excellence in teaching and for a successful academic career. The rank does not carry tenure.

2. Assistant Professor

The appointee shall have qualities suggesting a high level of teaching ability in the relevant academic field, and shall provide evidence of potential for superior research, scholarship, or artistic creativity in the field. Because this is a tenure-track position, the appointee shall at the time of appointment show promise of having, at such time as he or she is to be reviewed for tenure and promotion in accordance with paragraph I.C.4 of the University of Maryland System Policy and paragraph III.C.3 of this policy, the qualities described under "Associate Professor" below. In most fields the doctorate shall be a requirement for appointment to an assistant professorship. Although the rank normally leads to review for tenure and promotion, persons appointed to the rank of Assistant Professor after the effective date of this policy shall not be granted tenure in this rank.

3. Associate Professor

In addition to having the qualifications of an Assistant Professor, the appointee shall have a high level of competence in teaching and advisement in the relevant academic field, shall have demonstrated significant research, scholarship, or artistic creativity in the field and shall have shown promise of continued productivity, shall be competent to direct work of major subdivisions of the primary academic unit and to offer graduate instruction and direct graduate research, and shall have served the campus, the profession, or the community in some useful way in addition to teaching and research. Promotion to the rank from within confers tenure; appointment to the rank from without may confer tenure.

4. Professor

In addition to having the qualifications of an Associate Professor, the appointee shall have established a national and, where appropriate, international reputation for outstanding research, scholarship or artistic creativity, and a distinguished record of teaching. There also must be a record of continuing evidence of relevant and effective professional service. The rank carries tenure.

B. Faculty with Duties Primarily in Research, Scholarship, or Artistic Creativity

All appointments in the following titles are renewable. Appointments with these faculty titles do not carry tenure.

1. Faculty Research Assistant

The appointee shall be capable of assisting in research under the direction of the head of a research project and shall have ability and training adequate to the carrying out of the particular techniques required, the assembling of data, and the use and care of any specialized apparatus. A baccalaureate degree shall be the minimum requirement.

2. Research Associate

The appointee shall be trained in research procedures, shall be capable of carrying out individual research or collaborating in group research at the advanced level, and shall have had the experience and specialized training necessary for success in such research projects as may be undertaken. An earned doctorate shall normally be a minimum requirement.

3. Research Assistant Professor; Assistant Research Scientist; Assistant Research Scholar; Assistant Research Engineer

These ranks are generally parallel to Assistant Professor. In addition to the qualifications of a Research Associate, appointees to these ranks shall have demonstrated superior research ability. Appointees should be qualified and competent to direct the work of others (such as technicians, graduate students, other senior research personnel). The doctoral degree will be a normal requirement for appointment at these ranks. Appointment to these ranks may be made for a period of up to three years.

4. Research Associate Professor; Associate Research Scientist; Associate Research Scholar; Associate Research Engineer

These ranks are generally parallel to Associate Professor. In addition to the qualifications required of the assistant ranks, appointees to these ranks should have extensive successful experience in scholarly or creative endeavors, and the ability to propose, develop, and manage major research projects. Appointment to these ranks may be made for a period of up to three years.

5. Research Professor; Senior Research Scientist; Senior Research Scholar; Senior Research Engineer

These ranks are generally parallel to Professor. In addition to the qualifications required of the associate ranks, appointees to these ranks should have demonstrated a degree of proficiency sufficient to establish an excellent reputation among regional and national colleagues. Appointees should provide tangible evidence of sound scholarly production in research, publications,

professional achievements or other distinguished and creative activity.
Appointment to these ranks may be made for a period of up to five years.

6. Assistant Artist-in-Residence; Associate Artist-in-Residence; Senior Artist-in-Residence

These titles, parallel to Assistant Professor, Associate Professor, and Professor, respectively, are intended for those persons whose professional activities are of a creative or performance nature, including but not limited to theatre, dance, music, and art. In each case, the qualifications shall reflect demonstrated superior proficiency and excellence and progressively higher national and international reputation, as appropriate to the ranks involved. Appointment to the rank of Senior Artist-in-Residence may be made for a period of up to five years; appointment to the ranks of Assistant Artist-in-Residence and Associate Artist-in-Residence may be made for a period of up to three years.

C. Field Faculty

1. Associate Agent

The appointee shall hold at least a bachelor's degree and shall show evidence of ability to work with people. The appointee shall have an educational background related to the specific position and should demonstrate evidence of creative ability to plan and implement Cooperative Extension Service programs. This is a term appointment and may be renewed annually.

2. Faculty Extension Assistant

The appointee shall be capable of assisting in Extension under the direction of the head of an Extension project and have the specialized expertise, training and ability to perform the duties required. An earned bachelor's degree and experience in the specialized field is required.

3. Faculty Extension Associate

The appointee shall be capable of carrying out individual instruction or collaborating in group discussions at the advanced level, should be trained in Extension procedures, and should have had the experience and specialized training necessary to develop and interpret data required for success in such Extension projects as may be undertaken. An earned doctorate shall be the minimum requirement.

4. Agent (parallel to the rank of Assistant Professor)

The appointee must hold a master's degree in an appropriate discipline and show evidence of academic ability and leadership skills. The appointee shall have an educational background related to the specific position.

5. Senior Agent (parallel to the rank of Associate Professor)

In addition to the qualifications of an Agent, the appointee must have demonstrated achievement in program development and must have shown originality and creative ability in designing new programs, teaching effectiveness, and evidence of service to the community, institution, and profession. Appointment to this rank may carry tenure.

6. Principal Agent (parallel to the rank of Professor)

In addition to the qualifications of a Senior Agent, the appointee must have demonstrated leadership ability and evidence of service to the community, institution, and profession. The appointee must also have received recognition for contributions to the Cooperative Extension Service sufficient to establish a reputation among State, regional and/or national colleagues, and should have demonstrated evidence of distinguished achievement in creative program development. Appointment to this rank carried tenure.

D. Faculty Engaged Exclusively Or Primarily in Clinical Teaching

All appointments in the following titles are renewable. Appointments with these faculty titles do not carry tenure.

1. Clinical Assistant Professor

The appointee shall hold, as a minimum, the terminal professional degree in the field, with training and experience in an area of specialization. There must be clear evidence of a high level of ability in clinical practice and teaching in the departmental field, and the potential for clinical and teaching excellence in a subdivision of this field. The appointee should also have demonstrated scholarly and/or administrative ability.

2. Clinical Associate Professor

In addition to the qualifications required of a Clinical Assistant Professor, the appointee should ordinarily have had extensive successful experience in clinical or professional practice in a field of specialization, or in a subdivision of the departmental field, and in working with and/or directing others (such as professionals, faculty members, graduate students, fellows, and residents or interns) in clinical activities in the field. The appointee must also have

demonstrated superior teaching ability and scholarly or administrative accomplishments.

3. Clinical Professor

In addition to the qualifications required of a Clinical Associate Professor, the appointee shall have demonstrated a degree of excellence in clinical practice and teaching sufficient to establish an outstanding regional and national reputation among colleagues. The appointee shall also have demonstrated extraordinary scholarly competence and leadership in the profession.

E. Faculty Engaged Exclusively or Primarily in Library Services

Library faculty hold the ranks of Librarian I-IV. Each rank requires a master's degree from an American Library Association accredited program or a graduate degree in another field where appropriate. The master's degree is considered the terminal degree. Appointments to these ranks are for 12 months with leave and other benefits provided to twelve-month tenured/tenure track faculty members with the exception of terminal leave, sabbatical leave, and non-creditable sick leave (collegially supported).

Permanent status is an institutional commitment to permanent and continuous employment to be terminated only for adequate cause (for example, professional or scholarly misconduct; incompetence; moral turpitude; or willful neglect of duty) and only after due process in accordance with relevant USM and campus policies. Librarians at the rank of Librarian I and Librarian II are not eligible for permanent status. Permanent status is available for library faculty holding the rank of Librarian III and Librarian IV. Those candidates without permanent status applying for the rank of Librarian III and Librarian IV shall be considered concurrently for permanent status.

1. Librarian I

This is an entry-level rank, assigned to librarians with little or no professional library experience. This rank does not carry permanent status.

2. Librarian II

Librarians at this rank have demonstrated professional development evidenced by achievement of a specialization in a subject, service, technical, administrative, or other area of value to the library. This rank does not carry permanent status.

3. Librarian III

Librarians at this rank have a high level of competence in performing professional duties requiring specialized knowledge or experience. They shall have served the Libraries, the campus, or the community in some significant way; have shown evidence of creative or scholarly contribution; and have been involved in mentoring and providing developmental opportunities for their colleagues. They shall have shown promise of continued productivity in librarianship, service, and scholarship or creativity. Promotion to this rank from within the Libraries confers permanent status; appointment to this rank from outside the Libraries may confer permanent status.

4. Librarian IV

Librarians at this rank show evidence of superior performance at the highest levels of specialized work and professional responsibility. They have shown evidence of and demonstrate promise for continued contribution in valuable service and significant creative or scholarly contribution. Such achievement must include leadership roles and have resulted in the attainment of Libraries, campus, state, regional, national, or international recognition. This rank carries permanent status.

F. Additional Faculty Ranks

1. Assistant Instructor

The appointee shall be competent to fill a specific position in an acceptable manner, but he or she is not required to meet all the requirements for an Instructor. He or she shall hold the appropriate baccalaureate degree or possess equivalent experience.

2. Lecturer

The title Lecturer will ordinarily be used to designate appointments, at any salary and experience level, of persons who are serving in a teaching capacity for a limited time or part-time. This rank does not carry tenure.

3. Senior Lecturer

In addition to having the qualifications of a lecturer, the appointee normally shall have established over the course of six years a record of teaching excellence and service. Appointment to this rank requires the approval of the departmental faculty. The appointment is made for a term

not to exceed five years and is renewable. This rank does not carry tenure.

4. Adjunct Assistant Professor, Adjunct Associate Professor, Adjunct Professor

The appointee shall be associated with the faculty of a department or non-departmentalized school or college, but shall not be essential to the development of that unit's program. The titles do not carry tenure. The appointee may be paid or unpaid. The appointee may be employed outside the University, but shall not hold another paid appointment at the University of Maryland at College Park. The appointee shall have such expertise in his or her discipline and be so well regarded that his or her appointment will have the endorsement of the majority of the members of the professorial faculty of the academic unit. Any academic unit may recommend to the administration persons of these ranks; normally, the number of adjunct appointments shall comprise no more than a small percentage of the faculty in an academic unit. Appointments to these ranks shall not extend beyond the end of the fiscal year during which the appointment becomes effective and may be renewed.

5. Affiliate Assistant Professor, Affiliate Associate Professor, Affiliate Professor, Affiliate Librarian II, Affiliate Librarian III, and Affiliate Librarian IV

These titles shall be used to recognize the affiliation of a faculty member or other university employee with an academic unit other than that to which his or her appointment and salary are formally linked. 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.

6. Visiting Appointments

The prefix Visiting before an academic title, e.g., Visiting Professor, shall be used to designate a short-term professorial appointment without tenure.

7. Emerita, Emeritus

The word emerita or emeritus after an academic title shall designate a faculty member who has retired from full-time employment in the University of Maryland at College Park after meritorious service to the University in the areas of teaching, research, or service. Emerita or

emeritus status may be conferred on Associate Professors, Professors, Distinguished University Professors, Research Associate Professors, Research Professors, Senior Agents, Principal Agents, Librarians III, and Librarians IV.

8. Distinguished University Professor

The title Distinguished University Professor will be conferred by the President upon a limited number of members of the faculty of the University of Maryland at College Park in recognition of distinguished achievement in teaching; research or creative activities; and service to the University, the profession, and the community. College Park faculty who, at the time of approval of this title, carry the title of Distinguished Professor, will be permitted to retain their present title or to change to the title of Distinguished University Professor. Designation as Distinguished University Professor shall include an annual allocation of funds to support his or her professional activities, to be expended in accordance with applicable University policies.

9. Professor of the Practice

This title may be used to appoint individuals who have demonstrated excellence in the practice as well as leadership in specific fields. The appointee shall have attained regional and national prominence and, when appropriate, international recognition of outstanding achievement. Additionally, the appointee shall have demonstrated superior teaching ability appropriate to assigned responsibilities. As a minimum, the appointee shall hold the terminal professional degree in the field or equivalent stature by virtue of experience. Appointees will hold the rank of Professor but, while having the stature, will not have rights that are limited to tenured faculty. Initial appointment is for periods up to five years, and reappointment is possible. This title does not carry tenure, nor does time served as a Professor of the Practice count toward achieving tenure in another title.

10. College Park Professor

This title may be used for nationally distinguished scholars, creative or performing artists, or researchers who would qualify for appointment at the University of Maryland at College Park at the level of professor but who normally hold full-time positions outside the University. Holders of this title may provide graduate student supervision, serve as principal investigators, and participate in departmental and college shared governance. Initial appointment is for three years and is renewable

annually upon recommendation to the Provost by the unit head and dean. Appointment as a College Park Professor does not carry tenure or expectation of salary.

11 Other Titles

No new faculty titles or designations shall be created by the University of Maryland at College Park for appointees to faculty status without approval by the Campus Senate and the President.

II. CRITERIA FOR APPOINTMENT AND PROMOTION

The criteria for appointment, tenure, and promotion shall reflect the educational mission of the University of Maryland at College Park: to provide an undergraduate education ranked among the best in the nation; to provide a nationally and internationally renowned program of graduate education and research, making significant contributions to the arts, the humanities, the professions, and the sciences; and to provide public service to the state and the nation embodying the best tradition of outstanding land-grant colleges and universities.

In the case of both appointments and promotions every effort shall be made to fill positions with persons of the highest qualifications. Search, appointment, and promotion procedures shall comply with institutional policies, including affirmative action guidelines, and be widely publicized and published in the Faculty Handbook.

It is the special responsibility of those in charge of recommending appointments to make a thorough search of available talent before recommending appointees. At a minimum, the search for full-time tenure-track or tenured faculty and academic administrators shall include the advertisement of available positions in the appropriate media.

Decisions on tenure-track appointments must also take account of the academic needs of the department, school, college, and institution at the time of appointment and the projected needs at the time of consideration for tenure. This is both an element of sound academic planning and an essential element of fairness to candidates for tenure-track positions. Academic units shall select for initial appointment those candidates who, at the time of consideration for tenure, are most likely to merit tenure and also whose areas of expertise are most likely to be compatible with the unit's projected programmatic needs. The same concern shall be shown in the renewal of tenure-track appointments.

Each college, school, and department shall develop brief, general, written Criteria for Tenure and/or Promotion. The criteria to be considered in appointments and promotions fall into three general categories: (1) performance in teaching, advising, and mentoring of students; (2) performance in research, scholarship, and creative activity; (3) performance of professional service to the university, the profession, or the community. The relative

importance of these criteria may vary among different academic units, but each of the categories shall be considered in every decision. The criteria for appointment to a faculty rank or tenure shall be the same as for promotion to that rank (or for tenuring at the rank of associate professor), whether or not the individual is being considered for an administrative appointment. An academic unit's general Criteria for Tenure and/or Promotion must receive the approval of the next level administrator. Any exceptional or unusual arrangements relating to criteria for tenure and/or promotion shall be specified in writing at the time of appointment and shall be approved by the faculty and administrator of the first-level unit, by the dean of the school or college, and by the Provost.

Upon appointment, each new faculty member shall be given by his or her chair or dean a copy of the unit's Criteria for Tenure and/or Promotion and the chair or dean shall discuss the Criteria with the faculty member. Each faculty member shall be notified promptly in writing by his or her chair or dean of any changes in the unit's Criteria for Tenure and/or Promotion.

Decisions on promotion of tenured faculty members shall be based on the academic merit of the candidate as evaluated using the relevant Criteria. Decisions on the renewal of untenured appointments and on promotion decisions involving the granting of tenure shall be based on the academic merit of the candidate as evaluated using the relevant Criteria and on the academic needs of the department, school, college, and institution. Considerations relating to the present or future programmatic value of the candidate's particular field of expertise, or other larger institutional objectives, may be legitimately considered in the context of a tenure decision. In no case, however, may programmatic considerations affecting a particular candidate be changed following the first renewal of the faculty contract of that candidate. It is essential that academic units develop long-range projections of programmatic needs in order that decisions on tenure and tenure-track appointments and promotions to tenure ranks be made on a rational basis.

A. Teaching and Advisement

Superior teaching and academic advisement at all instructional levels (or reasonable promise thereof in the case of initial appointments) are essential criteria in appointment and promotion. Every effort shall be made to recognize and emphasize excellence in teaching and advisement. The general test to be applied is that the faculty member be engaged regularly and effectively in teaching and advisement activities of high quality and significance.

The responsibility for the evaluation of teaching performance rests on the academic unit of the faculty member. Each academic unit shall develop and disseminate the criteria to be used in the evaluation of the teaching performance of its members. The evaluation should normally include opinions of students and colleagues.

B. Research, Scholarship, and Artistic Creativity

Research, scholarship and artistic creativity are among the primary functions of the university. A faculty member's contributions will vary from one academic or professional field to another, but the general test to be applied is that the faculty member be engaged continually and effectively in creative activities of distinction. Each academic unit shall develop and disseminate the criteria for evaluating scholarly and creative activity in that unit.

Research or other activity of a classified or proprietary nature shall not be considered in weighing an individual's case for appointment or promotion.

C. Service

In addition to a demonstrated excellence in teaching and in research, scholarship and artistic creativity, a candidate for promotion should have established a commitment to the University and the profession through participation in service activities. Such participation may take several different forms: service to the university; to the profession and higher education; and to the community, school systems, and governmental agencies. Service activity is expected of the faculty member, but service shall not substitute for teaching and advisement or for achievement in research, scholarship, or artistic creativity. Service activity shall not be expected or required of junior faculty to the point that it interferes with the development of their teaching and research.

III. APPOINTMENT OF FACULTY

A. Search Process

1. Recruitment of faculty shall be governed by written search procedures, which shall anticipate and describe the manner in which new professorial faculty members will be recruited, including arrangements for interinstitutional appointments, interdepartmental appointments, and appointments in new academic units.
2. Search procedures shall reflect the commitment of the University to equal opportunity and affirmative action. Campus procedures shall be widely disseminated and published in the Faculty Handbook.
3. Faculty review committees are an essential part of the review and recommendation process for new full-time faculty appointments. The procedures which lead to new faculty appointments should hold to standards at least as rigorous as those that pertain to promotions to the same rank.

B. Offers of Appointment

1. An offer of appointment can be made only with the approval of the President or his or her designee. Full-time appointments to the rank of Associate Professor or Professor require the written approval of the President.
2. All faculty appointments are made to a designated rank effective on a specific date. A standard letter of appointment shall be developed for each rank and tenure status and shall be approved by the Office of the Attorney General for form and legal sufficiency. The University shall publish in a designated section of the Faculty Handbook all duly approved System and University policies and procedures which set forth faculty rights and responsibilities. Subject to the provisions of paragraphs I.C.15 and I.C.17 of the System Policy on Appointment, Rank, and Tenure of Faculty and paragraph III.C of this document, the terms described in the letter of appointment, together with the policies reproduced in the designated portions of the Faculty Handbook, shall constitute a contractually binding agreement between the University and the appointee.

C. Provisions Related to Appointments, Promotion, and Tenure

The following provisions are adapted from the System Policy on Appointments, Rank, and Tenure to reflect the mission of the University of Maryland at College Park and are to be furnished to all new faculty at the time of initial appointment.

1. Adjustments in salary or advancement in rank may be made under these policies, and, except where a definite termination date is a condition of appointment, the conditions pertaining to the rank as modified shall become effective as of the date of the modification.
2. Subject to any special conditions specified in the letter of appointment, full-time appointments to the rank of Assistant Professor shall be for an initial term of one to three years. The first year of the initial appointment shall be a probationary year, and the appointment may be terminated at the end of that fiscal year if the appointee is so notified by March 1. In the event that the initial appointment is for two years, the appointment may be terminated if the appointee is so notified by December 15 of the second year. After the second year of the initial appointment, the appointee shall be given one full year's notice if it is the intention of the University not to renew the appointment. If the appointee does not receive timely notification of nonrenewal, the initial appointment shall be extended for one additional year. An initial appointment may be renewed for an

additional one, two, or three years. Except as set forth in paragraph III.C.3 below, an appointment to any term beyond the initial appointment shall terminate at the conclusion of that additional term unless the appointee is notified in writing that it is to be renewed for another term allowable under University System policies or the appointee is granted tenure. Such appointments may be terminated at any time in accordance with paragraphs III.C.5-11.

3. An Assistant Professor whose appointment is extended to a full six years shall receive a formal review for tenure in the sixth year. (An assistant professor may receive a formal review for tenure and be granted tenure earlier (cf. IV.A.4.)). The appointee shall be notified in writing, by the end of the appointment year in which the review was conducted, of the decision to grant or deny tenure. Notwithstanding anything in paragraph III.C.2 to the contrary, a full-time appointee who has completed six consecutive years of service at the University as an Assistant Professor, and who has been notified that tenure has been denied, shall be granted an additional and terminal one year appointment in that rank, but, barring exceptional circumstances, shall receive no further consideration for tenure. In the event that an Assistant Professor in his or her sixth year of service is not affirmatively awarded tenure by the President or otherwise notified of a tenure decision, then he or she shall be granted a one-year terminal appointment.
4. Full-time appointments or promotions to the rank of Associate Professor or Professor require the written approval of the President. Promotions to the rank of Associate Professor or Professor carry immediate tenure. New full-time appointments to the rank of Professor carry immediate tenure. New full-time appointments to the rank of Associate Professor may carry tenure. If immediate tenure is not offered, such appointments shall be for an initial period of up to four years and shall terminate at the end of that period unless the appointee is notified in writing that he or she has been granted tenure. An Associate Professor who is appointed without tenure shall receive a formal review for tenure. No later than one year prior to the expiration of the appointment, the formal review must be completed, and written notice must be given that tenure has been granted or denied. Appointments carrying tenure may be terminated at any time as described under paragraphs III.C.5-11.
5. A term of service may be terminated by the appointee by resignation, but it is expressly agreed that no resignation shall become effective until the termination of the appointment period in which the resignation is offered except by mutual agreement between the appointee and the President or designee.

continue in the position for a specified period of time. The appointee's compensation shall continue for a period of one year commencing on the date on which the appointee receives notice of termination. A faculty member whose appointment is terminated for cause involving moral turpitude or professional or scholarly misconduct shall receive no notice or further compensation beyond the date of final action by the President or Board of Regents.

8. The University may terminate any appointment because of the discontinuance of the department, program, school or unit in which the appointment was made; or because of the lack of appropriations or other funds with which to support the appointment. Such decisions must be made in accordance with written University policies. The President shall give a full-time appointee holding tenure notice of such termination at least one year before the date on which the appointment is terminated.
9. Notwithstanding any provisions to the contrary, the appointment of any untenured faculty member, fifty percent or more of whose compensation is derived from research contracts, service contracts, gifts or grants, shall be subject to termination upon expiration of the research funds, service contract income, gifts or grants from which the compensation is payable.
10. Appointments shall terminate upon the death of the appointee. Upon termination for this cause, the University shall pay to the estate of the appointee all of the accumulated and unpaid earnings of the appointee plus compensation for accumulated unused annual leave.
11. If, in the judgment of the appointee's department chair or supervisor, a deficiency in the appointee's professional conduct or performance exists that does not warrant dismissal or suspension, a moderate sanction such as a formal warning or censure may be imposed, provided that the appointee is first afforded an opportunity to contest the action through the established faculty grievance procedure.
12. Unless the appointee agrees otherwise, any changes that are hereafter made in paragraphs III.C.1-12 will be applied only to subsequent appointments.
13. Compensation for appointments under these policies is subject to modification in the event of reduction in State appropriations or in other income from which compensation may be paid.
14. The appointee shall be subject to all applicable policies and procedures

duly adopted or amended from time to time by the University or the University System, including, but not limited to, policies and procedures regarding annual leave; sick leave; sabbatical leave; leave of absence; outside employment; patents and copyrights; scholarly and professional misconduct; retirement; reduction, consolidation or discontinuation of programs; and criteria on teaching, scholarship, and service.

D. Provisions Relating to Formal Promotion and Tenure Reviews

1. Reviews for promotion and tenure shall be conducted according to the duly adopted written policies and procedures of the University. These procedures shall be published in the Faculty Handbook.
2. Faculty review committees are a part of the review process at each level.
3. Each review by a faculty committee and each review by the administrator of an academic unit (chair or dean) shall be focused on the evaluation of the candidate using the Criteria for Tenure and/or Promotion of that unit. Each review shall be based on materials that must include the candidate's *c.v.*, the candidate's Personal Statement, the Summary Statement of Professional Achievements, the Candidate's Response to the Summary Statement of Professional Achievements (if one is written), the letters from external evaluators, and the other prescribed elements in the University Appointment, Promotion and Tenure Procedures Manual. At the second and third levels of review, these promotion materials include the promotion committee reports and the letters from academic unit administrators.
4. A faculty member eligible to vote on the promotion recommendation on a candidate of an academic unit may not participate in a review of that candidate or vote on that candidate at a higher level of review. Because they provide an independent evaluation, department chairs, academic deans, and the Provost are ineligible to vote at any level.
5. Candidates shall have the right to appeal negative promotion and tenure decisions on grounds specified in the policies and procedures of paragraph V.B.

IV. PROMOTION, TENURE, AND EMERITUS REVIEW

The Provost shall develop detailed written procedures, implementing the University and the System policies on appointment, promotion, and tenure. This set of procedures shall be known as the University's Implementation of the University Appointment, Promotion and Tenure Policy and these procedures shall govern the University's decision-making.

The procedures developed shall be subject to review and approval by the University Senate. The Provost shall also develop useful guidelines, suggestions, and advice for candidates for tenure and/or promotion and for academic units responsible for carrying out reviews of candidates. Each year the Provost shall publish the University Appointment, Promotion and Tenure Procedures Manual. This manual shall contain the entire text of the University's Appointment, Promotion and Tenure Policy, the University's implementation of this policy, and the guidelines, suggestions, and advice for candidates and for academic units. The University's Implementation should contain the University's required procedures clearly identified as such. All guidelines, suggestions, and advice in the Manual must be so labeled and distinguished from the required procedures.

Each college, school, and department shall develop detailed written procedures implementing the University and System policies on appointment, promotion, and tenure and the University's implementation of the University's Policy. The procedures of each academic unit shall be subject to review and approval by the policy-setting faculty body of the college or school for an academic unit in a departmentalized college or school, as established in its plan of organization, by the dean, and by the University Senate.

The University's required procedures and the required procedures of each academic unit to which a candidate belongs shall apply to promotion and tenure decisions for all full-time faculty and for academic administrators who hold faculty rank, or who would hold faculty rank if appointed.

The Provost has the responsibility for systematically monitoring the fair and timely compliance of all academic units with the approved procedures of this Appointment, Tenure and Promotion Policy and for the prompt remedying of any failure to fulfill a Provision of this Policy that occurs prior to the institution of a formal tenure and/or promotion review. A violation of procedural due process during a formal review for tenure and/or promotion is subject to the provisions of Section V, The Appeals Process.

At the time of appointment, each new faculty member shall be provided by the chair or dean of the first-level unit with a copy of the University's Appointment, Promotion and Tenure Procedures Manual and the procedures for the lower-level academic units to which he or she belongs and the chair or dean shall discuss the procedures with the faculty member. Faculty members should stay up to date on these procedures and academic units should keep their faculty members informed of any changes.

Faculty review committees shall be an essential part of the review and recommendation process for all full-time faculty. Review committees and administrators at all levels shall impose the highest standards of quality, shall ensure that all candidates receive fair and impartial treatment, and shall be responsible for maintaining the integrity and the confidentiality of the review and recommendation process.

Candidates for tenure and/or promotion are responsible for providing their academic unit with an accurate *curriculum vitae* detailing their academic and professional achievements. Candidates holding faculty rank at the University shall also make a written Personal Statement advocating their case for tenure and/or promotion based on the facts in their *c.v.*, on the applicable Criteria for Tenure and/or Promotion, and on their perspective of those achievements in the context of their discipline. Both the *c.v.* and the Personal Statement shall be presented in the form required by the University Appointment, Promotion and Tenure Procedures Manual at the beginning of the academic year in which a formal review for tenure and/or promotion will occur. These two documents shall be included with each request for external evaluation and shall be included in the promotion dossier reviewed at each level within the University. Within the University review system, units and administrators may express their judgments on the contents and on the significance of elements in either of the candidate's documents. Units may only ask in neutral language for external evaluators to comment on elements of these documents as part of their review but not suggest conclusions.

The burden of evaluating the qualifications and suitability of the candidate for tenure and promotion is greatest at the first level of review. Great weight shall be given at the higher levels of review to the judgments and recommendations of lower-level review committees and to the principle of peer review.

The decision whether or not to award tenure or promotion shall be based primarily on the candidate's record of accomplishment in each of the three areas of teaching and advisement, research, and service, and the anticipated level of future achievements as indicated by accomplishments to date. Considerations relating to the present or future programmatic value of the candidate's particular field of expertise, or other larger institutional objectives, may legitimately be considered in the context of a tenure decision; but in no case shall the year of the tenure review be the first occasion on which these considerations are raised. The faculty and the unit chair or dean are responsible for advising untenured faculty on any and all programmatic considerations relative to the tenure decision, conveying such information to the candidate at the earliest opportunity during annual assessments of progress towards tenure.

When the President has completed his or her review of the tenure or promotion case and informed the candidate of the decision, the list of members of the unit, college, and campus committees shall be made public.

A. First-level Review

1. Eligible Voters: At the first-level unit of review, the review committee shall consist of all members of the faculty of that unit who are eligible to vote. To be eligible to vote within the first-level unit, 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 or promotion. Tenured

faculty voting on promotions cases at the first-level of review may only do so in a single academic department or non-departmentalized school, and may only vote in units in which they have a regular appointment and where this is permitted by the unit's plan of organization. In those cases where a faculty member has the opportunity to vote in more than one department or non-departmentalized school, the faculty member votes in that department/school in which the faculty member holds tenure.

In those cases where a faculty member has the opportunity to vote at more than one level of review, the faculty member votes at the first level of review at which the faculty member has the opportunity to vote. There are two exceptions: (a) chairs or deans are excluded from voting as faculty in their first level unit; (b) if there are fewer than three (3) eligible faculty members in the first-level unit, the dean at his/her discretion shall appoint one or more eligible faculty members from related units as voting members of the first-level review committee, to ensure that the review committee shall contain at least three (3) persons. Consequently, in promotion and tenure cases of faculty with joint appointments, faculty appointed by the dean to the first-level review committee of the primary unit, who are also members of a secondary unit providing input on a candidate, are permitted to vote on the candidate only in the primary unit where they have been appointed as member of the review committee by the Dean.

Although they do not have voting privileges, other faculty and the head of the first-level unit may be invited to participate in discussion about the candidate if the plan of organization and the bylaws of the unit permit.

Advisory Subcommittee: The first-level unit review committee may establish an advisory subcommittee to gather material and make recommendations, but the vote of the entire eligible faculty of the first-level unit shall be considered the faculty recommendation of the first-level unit.

Conduct of the Review: The first-level review committee shall appoint an eligible member of the faculty from the first-level unit to serve as chair and spokesperson for the candidate's review committee. The chair of the review committee is responsible for writing the recommendation on the candidate and recording the transactions at the review meeting. Under no circumstances may the chair of the unit or dean serve as spokesperson for the first-level unit review committee or write its report.

As the first-level administrator, the chair or dean shall submit a recommendation separately; the recommendation of the chair or dean shall

be considered together with all other relevant materials by any reviewing committee at a higher level. Requests for information from higher level review units shall be transmitted to both the chair of the first-level unit review committee and the first-level unit administrator.

Joint Appointments: Faculty members with joint appointments hold both a primary appointment (in their tenure home) and one or more secondary appointments (in the unit or units that are not their tenure home). When a joint appointment candidate is reviewed for appointment, promotion and/or tenure, the primary appointment unit is responsible for making the recommendation after first obtaining advisory input from the (one or more) secondary units, as appropriate. The advisory input from secondary unit(s) will be as follows:

- If the candidate holds a temporary appointment in the secondary unit, then the secondary unit's advice to the primary unit shall consist solely of a written recommendation by the chair or director of the secondary unit.
- If the candidate holds a permanent appointment in a secondary unit that is neither an academic department nor a non-departmentalized school, then the director's recommendation will be informed by advice from the faculty in the unit who are at or above the rank to which the candidate aspires. That advice shall be in a format consistent with the unit's plan of organization. If the plan of organization includes a vote, the vote may not include those eligible to vote elsewhere on the candidate.
- If the candidate holds a permanent appointment in a secondary unit that is either an academic department or a non-departmentalized school, then there shall be both a vote of the faculty in the unit who are at or above the rank to which the candidate aspires and a written recommendation by the head of that unit. The restriction on multiple faculty votes continues to apply in this instance.

The secondary unit's review of the candidate shall be provided to the first-level unit review committee and the first-level administrator. If the chair/director of the secondary unit is also a member of the candidate's primary unit, the chair/director may participate in the deliberations of the primary unit, but may not vote on the candidate's promotion in that unit.

2. The committee shall solicit letters of evaluation from six or more widely recognized authorities in the field, chosen from a list that shall include individuals nominated by the candidate. At least three letters and at most one-half of the requested letters shall be from persons nominated by the candidate.

3. Each first-level unit shall provide for the mentoring of each assistant professor and of each untenured associate professor by one or more members of the senior faculty other than the chair or dean of the unit. Mentors should encourage, support, and assist these faculty members and be available for consultation on matters of professional development. Mentors also need to be frank and honest about the progress toward fulfilling the criteria for tenure and/or promotion. Following appropriate consultations with members of the unit's faculty, the chair or dean of the unit shall independently provide each assistant professor and each untenured associate professor annually with an informal assessment of his or her progress. Favorable informal assessments and positive comments by mentors are purely advisory to the faculty member and do not guarantee a favorable tenure and/or promotion decision.

The first-level academic unit shall perform a formal intermediate review of the progress towards meeting the criteria for tenure and promotion in the third year of an assistant professor's appointment. The first-level academic unit shall perform a formal intermediate review of the progress towards meeting the criteria for promotion to the rank of professor in the fifth year of a tenured associate professor's appointment and every five years thereafter. An associate professor may request an intermediate review earlier than the five years specified. The purposes of these intermediate reviews are to assess the candidate's progress toward promotion, to inform the reviewed faculty member of that assessment, to inform the faculty members more senior to that faculty member who will eventually consider him or her for promotion of that assessment, and to advise the candidate and the first-level administrator of steps that should be taken to improve prospects for promotion. These intermediate reviews shall be structured in a similar fashion to reviews for tenure and/or promotion according to the unit's plan of governance but normally will not involve external evaluations of the faculty member. If it is deemed necessary to obtain informal external evaluations, the academic unit must adopt written procedures applying this requirement to all intermediate reviews and these procedures must be approved by the academic administrator (dean or provost) at the next level of review.

Any change in the nature of the institution's or the unit's programmatic needs which may have a bearing on the candidate's prospects for tenure should be brought to the attention of the candidate at the earliest possible time. In addition, first-level units shall make the best possible effort to advise tenure-track faculty of the prevailing standards of quality and of the most effective ways to demonstrate that they meet the standards. The advice and assessments provided to untenured candidates should avoid

simplistic quantitative guidelines and should not suggest or imply that tenure decisions will be based on the quantity of effort or scholarly activity, independently of its intellectual quality.

4. A tenure-track or tenured faculty member may request a formal review for tenure or promotion.
5. The tenure or promotion case shall go forward to the next level of review if fifty percent of the faculty vote cast is favorable (or such higher percentage as may be established by procedures or guidelines of the first-level unit) or if the recommendation of the administrator of the first-level unit is favorable. If both faculty and unit administrator recommendations are negative, the case shall be reviewed at the next level only by the dean (or, in the case of a non-departmentalized school or college, the Provost). The dean (or Provost) shall review the case to ensure that the candidate has received procedural and substantive due process, as defined in Section V.B.1.b. If the dean (or Provost) believes that the candidate has not received due process, he or she shall direct the unit to reconsider. The candidate may withdraw from his or her review at any time prior to the President's decision.
6. The first-level review committee shall prepare a concise Summary Statement of Professional Achievements on each candidate for tenure and/or promotion. The Summary Statement shall place the professional achievements of the candidate in scholarship, research, artistic performance, and/or Extension in the context of the broader discipline. It shall place the candidate's professional achievements in teaching and in service in the context of the responsibilities of the unit, the college or school, the University, and the greater community. The Summary Statement shall be factual and objective, not evaluative. The Summary Statement shall be reviewed by the candidate at least two weeks before the meeting at which the academic unit begins consideration of its recommendation on tenure and/or promotion. If the candidate and the committee cannot agree on the Summary Statement, the candidate has the right and the responsibility to submit a Response to the Summary Statement of Professional Achievements for the consideration of the voting members of the review committee and the academic unit must note the existence of the Response in the unit's Summary Statement. The purpose of the Summary Statement is to set the candidate's work in the context of the field for each level of review within the University and it is not to be sent to external evaluators or others outside the University.
7. The chair of the first-level review committee shall prepare a written report stating the committee's vote and recommendation on whether or not to

grant tenure or promotion, and explaining the basis for the faculty's recommendation insofar as that basis has been made known in the discussions taking place among the members of the committee. This letter will be provided to the chair or dean for his or her information and for forwarding to higher levels of review. Faculty participating in the unit's deliberation who wish to express a dissenting view are free to do so, and any such written statement shall be included in the materials sent forward to the next level of review.

8. The recommendation of the first-level administrator shall likewise be in writing. The administrator's recommendation shall be transmitted to the second-level review and shall be made available to all eligible members of the first-level faculty.
9. If a faculty member must be given a formal review for tenure in accordance with paragraph I.C.4 of the University of Maryland System Policy and paragraph III.C.3 of this policy, and the chair or dean of the first-level academic unit of which the appointee is a member fails to transmit, by the date specified in paragraph IV.F.2 of this policy, a tenure recommendation for the appointee, the Provost shall extend the deadline for the transmittal of such recommendations and instruct the first-level unit to forward recommendations and all supporting documents as expeditiously as possible.

B. Second-level Review

1. Second-level review of recommendations for promotion and tenure from departments shall be conducted within the appropriate college. The second-level review committees shall be established in conformity with the approved bylaws of the college. The dean may be a non-voting ex-officio member but not a voting member of the committee. Each second-level committee shall elect its own chair and an alternate chair; the latter shall serve as chair when a candidate from the chair's own unit is under discussion. A committee member who is entitled to vote in a lower-level review of a candidate may be present for the discussion of that candidate but shall not participate in the discussion in any way and shall not vote on that candidate. The committee members must maintain absolute confidentiality in their consideration of cases. Outside of the committee meetings, members of the second-level review committee shall not discuss specific cases with anyone who is not a member of the second-level review committee. The membership of the committee shall be made public at the time of the committee's appointment. Every member of the campus community must respect the integrity of the appointment, tenure and promotion process and must refrain from attempting to discuss cases

with committee members or to lobby them in any way.

2. Review of recommendations for promotion and tenure from non-departmentalized schools and colleges shall be conducted by the third-level review (see Section IV.C.1) committee.
3. Both the recommendation of the second-level committee and the recommendation of the second-level administrator shall go forward to be considered, together with all other relevant materials, at higher levels of review.
4. When significant questions arise regarding the recommendations from the first-level review or the contents of the dossier, the second-level review committee shall provide an opportunity for the chair of the first-level academic unit and the designated spokesperson of the first-level unit review committee to meet with the second-level committee to discuss their recommendations; the committee shall provide them with a written list of the committee's general concerns about the candidate's case prior to the meeting. The second-level review committee may also request additional information from the first level of review by following the procedures described in Section F1 below.
5. Whether its recommendation is favorable or unfavorable, the committee shall, as soon as possible and no later than thirty (30) days after the decision, transmit through the dean its decision, its vote, and a written justification to the Provost. The dean of the college shall also promptly transmit his or her recommendation with a written justification to the Provost.

C. Third-level Review

1. A third- or campus-level review committee shall be established in the following manner: The Provost shall appoint nine faculty members holding the rank of Professor, one from each of the eight large colleges (Agriculture and Natural Resources; Arts and Humanities; Behavioral and Social Sciences; Business; Computer, Mathematical, and Natural Sciences; Education; Engineering; School of Public Health) and one from among the four small colleges (Architecture, Planning, and Preservation; Information Studies; Journalism; Public Policy). Since this committee shall make its recommendations on the basis of whether or not the University's high standards for tenure and/or promotion have been met, members of this committee shall have a track record of outstanding academic judgment along with sufficient intellectual breadth and depth to be capable of comparing and judging candidates from varied disciplinary,

cross-disciplinary, and professional backgrounds. No small college shall be represented on the committee more frequently than once in every three terms. Candidates for the committee shall be solicited from the Deans of the Colleges and Schools, from the Senate Executive Committee, and from the faculty at large. No one serving in a full-time administrative position may serve as a voting member of the committee. The Provost shall be a non-voting ex-officio member. A committee member who is entitled to vote in a lower-level review of a candidate shall not be present for the discussion of that candidate and shall not vote on that candidate. Appointments to the third-level review committee from the eight large colleges shall be for three years while the appointment from one of the five small colleges shall be for two years, with the terms staggered so that approximately one-third of the committee is replaced each year. No one may serve two consecutive terms. The third-level review committee shall elect its own chair and alternate chair. The committee members must maintain absolute confidentiality in their consideration of cases. Outside of the committee meetings, members of the third-level review committee shall not discuss specific cases with anyone who is not a member of the third-level review committee. The membership of the committee shall be made public at the time of the committee's appointment. Every member of the campus community must respect the integrity of the appointment, tenure and promotion process and must refrain from attempting to discuss cases with committee members or to lobby them in any way.

2. When questions arise regarding the recommendations from either the first- or second-level reviews or the contents of the dossier, the third-level committee shall provide the opportunity for the first-level unit administrator, the spokesperson for the first-level faculty review committee, the dean of the college, and the chair of the second-level review committee to meet with the third-level committee to discuss their recommendations; the committee shall provide them with a written list of the committee's general concerns about the candidate's case prior to the meeting. The third-level review committee may also request additional information from the first and second levels of review by following the procedures prescribed in Section F1 below.
3. The committee shall promptly transmit its recommendation and a written justification through the Provost to the President, along with all materials provided from the lower levels of review. The Provost and the President shall confer about the case, and the Provost shall transmit his or her recommendation and a written justification to the President. If the Provost's recommendation differs from that of the third-level committee or from that of the Dean, the Provost will meet with the committee and/or the dean to discuss the review. After the President has made a decision, a

report on the decisions reached at the third level of review shall be provided to the second-level administrator and faculty committee chair, the first-level administrator and faculty chair, and to the candidate.

4. The Third-level Review Committee and the Provost shall conduct an end-of-the-year review of appointment, promotion, and tenure. The Committee shall write a public Annual report, the purpose of which includes improving the understanding of faculty members and of academic units about appointments, promotion, and tenure. The report should include any recommendations for improvements in policy, procedures, or the carrying out of reviews of candidates. The Provost shall write a public report annually giving statistical information on the appointment, promotion, and tenure cases considered during the academic year.

D. Notification to Candidates for Tenure and/or Promotion

Upon completion of the first-level review, the unit administrator at the first level shall within two weeks of the date of the decision: (1) inform the candidate whether the recommendations made by the faculty committee and the unit administrator were positive or negative (including specific information on the number of faculty who voted for tenure and/or promotion, the number who voted against, and the number of abstentions), and (2) prepare for the candidate a letter summarizing in general terms the nature of the considerations on which those decisions were based. At higher levels of review, summaries shall be provided to the candidate whenever either or both faculty and administrator recommendations are negative. The chair of the faculty committee shall review the summary letter prepared by the unit administrator in order to ensure that it accurately summarizes the considerations regarded as relevant by the faculty committee at that level. The chair of the faculty committee at each level shall be provided access to the unit administrator's letters to the candidate and to the next level of review in order to ensure that the summary accurately reflects the recommendation and rationale provided to higher levels of review. In addition, both letters shall be made available for review in the office of the chair (dean or Provost) by any member of the faculty committee at that level. In the event that the chair of the faculty committee and the unit administrator are unable to agree on the appropriate language and contents of the summary letter, each shall write a summary letter to the candidate. A copy of all materials provided to the candidate shall be added to the tenure or promotion file as the case proceeds through higher levels of review.

E. Presidential Review

Full-time appointments or promotions to the ranks of Associate Professor or Professor require the written approval of the President, in whom resides final

authority for promotion and granting of tenure to faculty. Final authority for any appointment or promotion to the rank of Associate Professor or Professor cannot be delegated by the President.

F. General Procedures Governing Promotion and Tenure

1. With the exception of the third-level review committee, in their reviews of tenure and promotion recommendations from lower levels, upper-level administrators or review committees may not seek or use additional information from outside sources concerning a candidate's merits unless: (1) the materials forwarded from lower levels indicate the presence of a significant dissenting vote or divided recommendations from a lower level; (2) representatives from the first-level unit participate in the selection of additional persons to be consulted; and (3) the assessments received from these external sources are shared with and considered by the first-level review committee and by the unit's chair or dean; and (4) the review committee and the unit's academic administrator have the opportunity to reconsider their recommendations in the light of the augmented promotion dossier. The third-level review committee may seek additional information on any candidate as it chooses, although it must follow (2), (3) and (4) as described above. In doing so, the committee should ask the Provost to obtain the additional information from the Dean, who would then consult with the Department Chair to obtain faculty input. The evidential basis for upper-level committees and administrators should be restricted to the materials as assembled and evaluated by the first-level unit, with the exception of information obtained in compliance with the procedures just described. Candidates for tenure or promotion, however, are permitted to bring to the attention of the university administration any changes in their circumstances which might have a significant bearing on the tenure or promotion question. In the event that candidates for tenure or promotion bring information of this sort to the attention of upper-level committees or administrators after the first-level review has been concluded, these committees or administrators may take these changes into account in reaching their decisions and may elect to send the case back to the first-level for reconsideration.
2. The candidate's application and supporting materials, and the reports and recommendations of the first-level committee and administrator, shall be transmitted to the appropriate levels of secondary review no later than a date set annually by the Provost.
3. If an untenured faculty member requests leave without pay for a year or more, the dean of the college in which the faculty member will be considered for tenure shall recommend whether or not the faculty

member's mandatory tenure review will be delayed. A positive recommendation from the dean to stop the tenure clock shall require evidence: (1) that the leave of absence will be in the interest of the University, and (2) that the faculty member's capacity to engage in continued professional activity will not be significantly impaired during the period of the leave. The dean's recommendation shall be included in the proposal for leave submitted to the Provost. Delay of the mandatory tenure review requires the written approval of the Provost.

4. A faculty member who would otherwise receive a formal review for tenure may waive the review by requesting in writing that he or she not be considered for tenure. A faculty member who has waived a tenure review shall receive whatever terminal appointments he or she would have received if tenure had been denied. A faculty member at any rank who has been denied tenure and who is ineligible for further consideration shall receive an additional and terminal one-year appointment in that rank.
5. All recommendations for the appointment of faculty below the rank of Associate Professor shall be transmitted for approval through the various levels of review to the President or designee. Final authority for any appointment that confers tenure or for any appointment or promotion to the rank of Associate Professor or Professor cannot be delegated by the President.
6. After a negative decision by the President, candidates for promotion or tenure shall be notified by certified mail. Determination of the time limits for the period during which an appeal may be made shall be based on the date of the candidate's receipt of the President's letter.

G. Procedures Governing the Granting of Emerita/Emeritus Status

1. Associate Professors, Professors, Distinguished University Professors, Research Associate Professors, Research Professors, Senior Agents, Principal Agents, Librarians III, and Librarians IV who have been members of the faculty of the University of Maryland at College Park for ten or more years, and who give to their chair or dean proper written notice of their intention to retire, are eligible for nomination to emerita/emergitus status (see I.E.7 Emerita, Emeritus). Only in exceptional circumstances may Professors with fewer than ten years of service to the institution be recommended for emerita/emergitus status.
2. The decision whether or not to award emeritus standing shall be based primarily on the candidate's record of significant accomplishment in any of the three areas of (1) teaching and advisement, (2) research,

scholarship, and creative activity, and (3) service.

3. If a faculty member gives notice of intention to retire before March 15, the first-level tenured faculty shall vote on emeritus standing within 45 days of the notice. If notice is given after March 15, the vote shall be taken no later than the 45th day of the following semester. The result of the vote shall be transmitted in writing to the candidate and to the administrator of the unit no later than ten days after the vote is taken. A faculty member who has not been informed of the decision concerning his or her emeritus standing within the time limits specified, shall be entitled to appeal the action as a negative decision in accordance with V.B.2.
4. The review committee of the first-level unit shall consist of all eligible members of the faculty. Eligible members of the faculty are all full-time tenured associate and full professors, as appropriate, excluding the chair or dean. The vote of the entire eligible faculty shall be considered the recommendation of the faculty. The chair or dean shall submit a recommendation separately; the recommendation of the chair or dean shall be considered together with all relevant materials by administrators at higher levels.
5. An emeritus case shall go forward to the next level of review if the department chair's recommendation is positive or the faculty vote is at least fifty percent favorable.
6. The chair of the first-level committee shall prepare a written report, stating the committee's vote and recommendation on whether or not to award emeritus standing and explaining the basis for the faculty's recommendation insofar as that basis has been made known in the discussions taken place among the members of the committee. This letter will be forwarded to the chair or dean for his or her information and for forwarding to higher levels of review. Faculty participating in the unit's deliberations who wish to express a dissenting view are free to do so, and any such written statement shall be included in the materials sent forward to the next level of review.
7. The recommendation of the first-level administrator shall also be in writing. The administrator's recommendation shall be transmitted to the second-level of review and a copy shall be made available for review by any member of the faculty participating in the unit's review deliberations.
8. Second-level review of recommendations of emeritus standing shall be conducted by the appropriate dean. Second-level reviews of recommendations from non-departmentalized schools and colleges shall

be conducted by the Provost. The second-level recommendation of the dean or the Provost, together with all other relevant materials, shall be transmitted to the President.

9. The President shall make the final decision on the award of emeritus standing.
10. Faculty members with ten or more years of service to the University who retired prior to the effective date of this policy and who have not been granted emeritus standing may apply to their departments for consideration as in Section IV.G.1.

H. Termination of Faculty Appointments for Cause

If a tenured or tenure-track faculty member whose appointment the campus administration seeks to terminate for cause requests a hearing by a hearing officer, the hearing officer shall be appointed by the President from a college or school other than that of the appointee, with the advice and consent of the faculty members of the Executive Committee of the Campus Senate. If the appointee requests a hearing by a faculty board of review, members of the board of review shall be appointed by the faculty members of the Executive Committee of the Campus Senate from among tenured Professors not involved in administrative duties.

V. THE APPEALS PROCESS

A. Appeals Committees

1. The President shall appoint an appeals committee. This committee shall consist of nine faculty members holding the rank of Professor, one from each of the eight large colleges (Agriculture and Natural Resources; Arts and Humanities; Behavioral and Social Sciences; Business; Computer, Mathematical and Physical Sciences; Education; Engineering; Chemical and Life Sciences) and one from among the five small colleges (Architecture, Planning, and Preservation; Health and Human Performance; Information Studies; Journalism; Public Policy). No small college shall be represented on the committee more frequently than once in every three terms. Candidates for the committee shall be solicited from the Deans of the Colleges and Schools, from the Senate Executive Committee, and from the faculty at large. No one serving in a full-time administrative position and no one who has participated in the promotion and tenure review process of the appellant shall serve on the campus appeals committee. Appointment to the campus appeals committee shall be for one year, and no one may serve two consecutive terms. Appeals

committees shall elect their own chairs. The committee members must maintain absolute confidentiality in their consideration of cases.

2. Special appeals committees at the college, school or campus level shall be appointed by the dean, Provost or President in a manner consistent with the policies, bylaws, or practice of the respective unit.

B. Guidelines and Procedures for Appeals

1. Negative Promotion and/or Tenure Decisions

a. Mandatory and Non-Mandatory Reviews

When a candidate for promotion and/or tenure receives notification from the President, dean or chair that promotion or tenure was not awarded, the candidate may appeal the decision by requesting that the President submit the matter to the Campus Appeals Committee for consideration. The request shall be in writing and be made within sixty (60) days of notification of the negative decision. If the request is granted, all papers to be filed in support of the appeal must be submitted to the Appeals Committee not later than one hundred and twenty (120) days after notification unless otherwise extended by the President because of circumstances reasonably beyond control of the candidate. In writing these appeals letters, the appellant should be aware that these letters serve as the evidentiary basis for investigations of the validity of the appeal and that, should the President accept the request and refer the appeal to the Campus Appeals Committee, these letters shall be shared by the Campus Appeals Committee with the parties against whom allegations are made and any other persons deemed necessary by the Committee for a determination of the issues.

b. Grounds for Appeal

The grounds for appeal of a negative promotion and tenure decision shall be limited to (1) violation of procedural due process, and/or (2) violation of substantive due process.

A decision may not be appealed on the ground that a different review committee, department chair, dean or Provost exercising sound academic judgment might, or would, have come to a different conclusion. An appeals committee will not substitute its academic judgment for the judgment of those in the review

process.

Violation of procedural due process means that the decision was negatively influenced by a failure during the formal review for tenure and/or promotion by those in the review process to take a procedural step or to fulfill a procedural requirement established in relevant promotion and tenure review procedures of a department, school, college, campus or system. Procedural violations occurring prior to the review process are not a basis for an appeal and are dealt with under the provisions of paragraph 4 of the introduction to Section IV, Promotion, Tenure, and Emeritus Review.

Violation of substantive due process means that: (1) the decision was based upon an illegal or constitutionally impermissible consideration; e.g. upon the candidate's gender, race, age, nationality, handicap, sexual orientation, or on the candidate's exercise of protected first amendment freedoms (e.g., freedom of speech); or (2) the decision was arbitrary or capricious, i.e., it was based on erroneous information or misinterpretation of information, or the decision was clearly inconsistent with the supporting materials.

c. Standard of Proof

An appeal shall not be granted unless the alleged grounds for appeal are demonstrated by a preponderance of the evidence.

d. Responsibilities and Powers of the Appeals Committee

1. The appeals committee shall notify the relevant administrators and APT chairs in writing of the grounds for the appeal and meet with them to discuss the issues.
2. The appeals committee shall meet with the appellant to discuss and clarify the issues raised in the appeal.
3. The appeals committee has investigative powers. The appeals committee may interview persons in the review process whom it believes to have information relevant to the appeal. Additionally, the Appeals Committee shall examine all documents related to the appellant's promotion or tenure review and may have access to such other departmental and college materials as it deems relevant to

the case. Whenever the committee believes that a meeting could lead to a better understanding of the issues in the appeal, it shall meet with the appropriate party (with the appellant or with the relevant academic administrator and APT chair).

4. The Appeals Committee shall prepare a written report for the President. The report shall be based upon the weight of evidence before it. It shall include findings with respect to the grounds alleged on appeal, and, where appropriate, recommendations for corrective action. Such remedy may include the return of the matter back to the stage of the review process at which the error was made and action to eliminate any harmful effects it may have had on the full and fair consideration of the case. No recommended remedy, however, may abrogate the principle of peer review.
5. The President shall attach great weight to the findings and recommendations of the committee. The decision of the President shall be final. The decision and the rationale shall be transmitted to the appellant, the department chair, dean, chair(s) of the relevant APT committee(s) and Provost in writing.

e. Implementation of the President's Decision

1. When the President supports the grounds for an appeal, the Provost has the responsibility for oversight of the implementation of the corrective actions the President requires to be taken. Within 30 days of receipt of the President's letter, the Provost shall request the administrator involved to formulate a plan and a timeline for implementing and monitoring the corrective actions. Within 30 days after receipt of this letter, the administrator must supply a written reply. The Provost may require modification of the plan before approving it.
2. The Provost shall appoint a Provost's Representative to participate in all stages of the implementation of the corrective actions specified in the approved plan for the re-review, including participation in the meeting or meetings at which the academic unit discusses, reviews, or votes on its recommendation for tenure and/or promotion for the

appellant. The Provost's Representative shall participate in these activities but does not have a vote. After the academic unit completes its review, the Provost's Representative shall prepare a report on all of the elements of corrective action specified in the approved plan and this report will be included with the complete dossier to be reviewed at higher levels within the University. The Provost's Representative shall be a senior member of the faculty with no previous or potential involvement at any level of review or appeal pertaining to the consideration of the appellant for tenure and/or promotion except for the participation as Provost's Representative as defined in this paragraph.

3. The Provost's request and the administrator's approved plan of implementation must be included in the dossier from the inception of the review. Re-reviews begin at the level of review at which the violation(s) of due process occurred and evaluate the person's record at the time the initial review occurred unless otherwise specified by the President. The administrator at the level at which the errors occurred, in addition to evaluating the candidate for promotion, must certify that each of the corrective actions has been taken and describe how the actions have been implemented. Re-reviews must proceed through all levels of evaluation including Presidential review. The Provost's review of the dossier will include an evaluation of compliance with the requirements imposed in the President's decision to grant the appeal. If the Provost discovers a serious failure by the unit to comply with the corrective actions required, the Provost shall formulate and implement a new plan for corrective action with respect to the appellant. In addition, the Provost shall inform (in writing) the administrator of the unit where the failure arose and the Provost shall take appropriate disciplinary action.

f. Extension of Contract

In the event that the appellant's contract of employment will have terminated before reconsideration can be completed, the appellant may request the President to extend the contract for one additional year beyond the date of its normal termination, with the understanding that the extension does not in itself produce a claim

to tenure through length of service.

2. Decision Not to Review

If a faculty member requests his or her first level academic unit to undertake a review for his or her promotion or early recommendation for tenure, and the academic unit decides not to undertake the review or fails to transmit a recommendation by the date announced for transmittals, as specified in IV.F.2, above, the faculty member may appeal to the dean (if in a department) or to the Provost (if in a non-departmentalized school or college) requesting the formation of a special appeals committee to consider the matter. The request shall be made in writing. It shall be made promptly, and in no case later than thirty (30) days following written notification of the decision of the first-level academic unit.

If the dean or Provost determines not to form a special appeals committee, the faculty member may appeal to the Provost (if the decision was the dean's) or to the President (if the decision was the Provost's) requesting formation of the special appeals committee. Request shall be made in writing. It shall be made promptly, and in no case no later than thirty (30) days following written notification of the decision of the dean or Provost.

The grounds for appeal and the burden of proof shall, in all instances, be the same as set forth in V.B.1.b and c, above. A committee shall not substitute its academic judgment for that of the first-level unit. The responsibility of a special appeals committee shall be to prepare findings and recommendations. The committee may, for example, recommend that the dean or Provost extend the deadline for transmitting a recommendation and instruct the first-level unit to forward supporting documents as expeditiously as possible. A decision by a dean or the Provost, upon receiving the findings and recommendations of a special appeals committee, shall be final. A decision by the President shall be final.

3. Decision Not to Renew

When, prior to the mandatory promotion and tenure decision, an untenured tenure-track faculty member receives notification that his or her appointment will not be renewed by the first-level unit, he or she may appeal the decision in the manner described in V.B.1.a above.

4. Emeritus Standing

An unsuccessful candidate for emeritus standing may appeal the decision in the manner described in V.B.1. above.



University Senate TRANSMITTAL FORM

Senate Document #:	11-12-20
PCC ID #:	N/A
Title:	Activation of the USM Clinical Faculty Titles
Presenter:	Charles Fenster, Chair, Senate Faculty Affairs Committee
Date of SEC Review:	January 26, 2012
Date of Senate Review:	February 8, 2012
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 University System Policy on Appointment, Rank, and Tenure of Faculty (II-1.00) describes the general criteria and procedures related to faculty personnel actions for all constituent institutions of the University System of Maryland (USM). The policy includes a section on “Faculty Engaged Exclusively or Primarily in Clinical Teaching”. The University of Maryland-College Park has not yet activated these titles on its campus. There has been an increase, over the last several years, in faculty who are expert practitioners and whose primary focus is teaching, supervising, and mentoring students in practical environments. It is estimated that six of the University’s colleges now employ faculty who serve in this capacity including the College of Architecture, Planning, and Preservation, The College of Education, The School of Public Policy, The College of Behavioral and Social Sciences, The School of Public Health, and the Robert H. Smith School of Business.</p>
Relevant Policy # & URL:	http://www.president.umd.edu/policies/ii100a.html
Recommendation:	The Faculty Affairs Committee (FAC) recommends that the University make the proposed changes (Appendix 1) to the University Maryland Policy on Appointment, Promotion, and Tenure of Faculty II-1.00(A)
Committee Work:	The FAC reviewed this issue during the Fall 2011 semester. The committee consulted with the Office of Faculty Affairs and the President’s Legal Office to ensure that the activation of the

	<p>clinical faculty titles was appropriate for the University. The committee also reviewed data from the Deans on how many faculty would be eligible for these titles.</p> <p>At its meeting on December 12, 2011, following deliberation, the FAC voted unanimously in favor of recommending the University make the changes to the policy in order to activate the clinical faculty titles.</p>
Alternatives:	The University could continue to operate under the currently available titles for faculty. However, this may hinder the recruitment and retention of faculty who might warrant a clinical faculty title.
Risks:	There are no associated risks.
Financial Implications:	There are no related financial implications.
Further Approvals Required:	Senate Approval, Presidential Approval.

Senate Faculty Affairs Committee

Senate Document 11-12-20

Activation of the USM Clinical Faculty Titles

January 2012

BACKGROUND:

The University System Policy on Appointment, Rank, and Tenure of Faculty (II-1.00) describes the general criteria and procedures related to faculty personnel actions for all constituent institutions of the University System of Maryland (USM). The policy includes a section on "Faculty Engaged Exclusively or Primarily in Clinical Teaching". The University of Maryland-College Park has not yet activated these titles on its campus. There has been an increase, over the last several years, in faculty who are expert practitioners and whose primary focus is teaching, supervising, and mentoring students in practical environments. It is estimated that six of the University's colleges now employ faculty who serve in this capacity including the College of Architecture, Planning, and Preservation, The College of Education, The School of Public Policy, The College of Behavioral and Social Sciences, The School of Public Health, and the Robert H. Smith School of Business.

Various deans have raised concerns that the range of currently available titles hinders the recruitment and retention of faculty who might warrant a clinical faculty title. There are several current faculty who are performing the functions of clinical faculty without the appropriate recognition of their status, qualifications, and activities. The University administration also notes the importance of increasing connections with highly regarded community professionals.

The Office of Faculty Affairs has provided the following set of criteria for appointments and promotions within these ranks. Once activated, clinical faculty appointments can be made at levels from 0-100% and can be paid or unpaid. Initial appointments may be made for up to three years, with the possibility of reappointment for up to five years. Appointments and promotions should require a similar process to research professorships, which are handled at the unit-level with oversight from the Dean. At a minimum, this must include the development of a dossier, a review by the department's professorial and clinical faculty at or above the rank that the faculty member is seeking, and a review by the College APT Committee. The Dean or Provost (in the case of non-departmentalized colleges) should make the final decision. Dossiers should include a current CV, external references, teaching and mentoring documentation (if appropriate), an evaluative report from departmental faculty, the Chair's letter, and the College APT Committee's report. Clinical faculty may request promotion after five years in rank.

The Office of the Senior Vice President and Provost submitted a proposal to the University Senate in October 2011 to consider activation of the clinical faculty titles in response to unanimous support from the deans of all of the colleges.

COMMITTEE WORK:

The Senate Faculty Affairs Committee (FAC) was charged (Appendix 2) by the Senate Executive Committee (SEC) with reviewing the proposal, "Activation of the USM Clinical Faculty Titles" on October 28, 2011 (Appendix 3). The SEC asked the FAC to make recommendations on whether the University of Maryland-College Park should activate these titles on its campus.

The SEC asked the FAC to consult with the Office of Faculty Affairs and the Office of Legal Affairs. Dr. Juan Uriagereka, Associate Provost for Faculty Affairs, sits on the FAC and provided input throughout the review process. A member of the University's Office of Legal Affairs was also consulted on the proposed revisions to the policy.

The FAC reviewed data from the Office of Faculty Affairs, which estimates that the clinical faculty titles could apply to 60-70 of our current faculty. The committee also reviewed similar policies at peer institutions and found that all of them already have clinical faculty titles in place.

RECOMMENDATIONS:

At its meeting on December 12, 2011, the FAC voted unanimously in favor of recommending that the clinical assistant professor, clinical associate professor, and clinical professor titles be included in the University of Maryland Policy on Appointment, Promotion, and Tenure of Faculty II-1.00(A).

Therefore, the following language should be included in section I. of the policy:

D. Faculty Engaged Exclusively Or Primarily in Clinical Teaching

1. Clinical Assistant Professor

The appointee shall hold, as a minimum, the terminal professional degree in the field, with training and experience in an area of specialization. There must be clear evidence of a high level of ability in clinical practice and teaching in the departmental field, and the potential for clinical and teaching excellence in a subdivision of this field. The appointee should also have demonstrated scholarly and/or administrative ability.

2. Clinical Associate Professor

In addition to the qualifications required of a Clinical Assistant Professor, the appointee should ordinarily have had extensive successful experience in clinical or professional practice in a field of specialization, or in a subdivision of the departmental field, and in working with and/or directing others (such as professionals, faculty members, graduate students, fellows, and residents or interns) in clinical activities in the field. The

appointee must also have demonstrated superior teaching ability and scholarly or administrative accomplishments.

3. Clinical Professor

In addition to the qualifications required of a Clinical Associate Professor, the appointee shall have demonstrated a degree of excellence in clinical practice and teaching sufficient to establish an outstanding regional and national reputation among colleagues. The appointee shall also have demonstrated extraordinary scholarly competence and leadership in the profession.

In addition, the FAC recommends that Departments/Colleges determine the criteria and review process for appointment and promotion of clinical faculty at all levels and that grievance procedures be put in place.

APPENDICES:

Appendix 1 – Recommended Policy Changes to the University of Maryland Policy on Appointment, Promotion, and Tenure of Faculty II-1.00(A)

Appendix 2 – Charge from the Senate Executive Committee, October 28, 2011

Appendix 3 – Activation of Clinical Faculty Titles Proposal

Appendix 1 - Recommended Policy Changes to the University of Maryland Policy on Appointment, Promotion, and Tenure of Faculty II-1.00(A)

II-1.00(A) UNIVERSITY OF MARYLAND POLICY ON APPOINTMENT, PROMOTION, AND TENURE OF FACULTY

APPROVED BY THE PRESIDENT, FEBRUARY 16, 1993; APPROVED BY THE CHANCELLOR, MARCH 26, 1993; TEXT ON DISTINGUISHED UNIVERSITY PROFESSOR APPROVED BY THE CHANCELLOR ON APRIL 15, 1994; TEXT ON EMERITUS STATUS ADDED 1995; TEXT ON MANDATORY RETIREMENT AT AGE 70 REMOVED MARCH, 1996; TEXT ON TERM OF SERVICE FOR APT COMMITTEE MEMBERS AMENDED FEBRUARY 1998; TEXT ON PROFESSOR OF PRACTICE AMENDED 1998; TEXT ON SENIOR LECTURER ADDED NOVEMBER 2002; TEXT ON APPEALS PROCESS AMENDED AUGUST 2003; TEXT ON FIELD FACULTY ADDED OCTOBER 2003; TEXT ON LIBRARIANS ADDED APRIL, 2004; APPROVED BY THE PRESIDENT AND THE CHANCELLOR, DECEMBER 2004, EFFECTIVE AUGUST 23, 2005, TEXT ON COLLEGE PARK PROFESSOR ADDED JUNE 2005, CONTINUING THROUGH MAY 2012. TEXT ON LIBRARIAN EMERITA /EMERITUS STATUS ADDED APRIL 2006; TEXT ON FACULTY WITH SPLIT APPOINTMENTS ON APT COMMITTEES ADDED APRIL 2006; TEXT ON FACULTY EXTENSION AGENT AND ASSOCIATE AGENT AMENDED DECEMBER 15, 2006; TEXT ON COMPOSITION OF THIRD OR CAMPUS-LEVEL REVIEW COMMITTEE AMENDED NOVEMBER 23, 2010.

This policy complements the University of Maryland System Policy on Appointment, Rank, and Tenure of Faculty, adapting that policy in accordance with the institutional mission of the University of Maryland at College Park. Within the framework of the System Policy, it specifies the criteria and procedures related to faculty personnel actions which shall apply to the University of Maryland at College Park.

Subject to the provisions of paragraphs I.C.15 and I.C.17 of the University of Maryland System Policy on Appointment, Rank and Tenure of Faculty (1989), the provisions of paragraph III.C of this University of Maryland at College Park Policy on Appointment, Promotion and Tenure of Faculty shall be published in the Faculty Handbook and shall constitute part of the contractually binding agreement between the university and the faculty member. Any proposed changes to this University of Maryland at College Park Policy on Appointment, Promotion and Tenure of Faculty shall be submitted for initial review and endorsement by the College Park Campus Senate.

Terminological Note

The procedures spelled out in this document for tenure and promotion review specify three levels of review below the President's office. For most faculty members these are the department, the college, and the campus levels. However, some faculty members are appointed in colleges and schools that are not departmentalized and that conduct the initial review at the college or school level. For uniform terminology the initial review, whether conducted by a department or a non-departmentalized school or college, is referred to as a "first-level review," and "department" is usually replaced by "first-level unit." First-level units thus comprise departments, non-

departmentalized schools, and non-departmentalized colleges. Higher levels of review are referred to as “second-level” and “third-level.”

For the purpose of this policy, the term "university" and the term "institution" shall be synonymous and shall mean the University of Maryland at College Park. For the purpose of this policy, the word "days" shall refer to calendar days.

Purpose of this Policy

The University of Maryland is dedicated to the discovery and the transmission of knowledge and to the achievement of excellence in its academic disciplines. Each faculty member has a personal responsibility for contributing to the achievement of excellence in his or her own academic discipline and for exercising the best judgment in advancing the department, the college, and the University. Those faculty members holding the rank of Professor have the greatest responsibility for establishing and maintaining the highest standards of academic performance within the University. This Policy on the Appointment, Promotion, and Tenure of Faculty exists to set the standards for appointment and promotion to the various faculty ranks and to recognize and to encourage the achievement of excellence on the part of the faculty members through the awarding of tenure and through promotion within the faculty ranks. Through this process the University builds and enhances its educational programs and services and it advances the state of knowledge which supports the growth and development of our society.

I. MINIMUM QUALIFICATIONS FOR APPOINTMENT OR PROMOTION TO THE ACADEMIC AND ACADEMIC ADMINISTRATIVE RANKS

The only faculty ranks which may involve a tenure commitment are: Professor, Associate Professor, Assistant Professor, Principal Agent, Senior Agent, and Agent, and such other ranks as the Board of Regents may approve. Effective April 5, 1989, appointments to all other ranks, including any qualified rank, other than an honorific qualification, in which an additional adjective is introduced, are for a definite term and do not involve a tenure commitment. Those granted tenure in such a rank before April 5, 1989, shall continue to hold tenure in that rank.

The following shall be the minimum qualifications for appointment or promotion to the academic ranks in use by the University of Maryland at College Park.

A. Faculty with Duties in Teaching and Research

1. Instructor^a

An appointee to the rank of Instructor ordinarily shall hold the highest earned degree in his or her field of specialization. There shall be evidence also of

^a As of November 14, 1995, this title may NOT be used for new appointments.

potential for excellence in teaching and for a successful academic career. The rank does not carry tenure.

2. Assistant Professor

The appointee shall have qualities suggesting a high level of teaching ability in the relevant academic field, and shall provide evidence of potential for superior research, scholarship, or artistic creativity in the field. Because this is a tenure-track position, the appointee shall at the time of appointment show promise of having, at such time as he or she is to be reviewed for tenure and promotion in accordance with paragraph I.C.4 of the University of Maryland System Policy and paragraph III.C.3 of this policy, the qualities described under "Associate Professor" below. In most fields the doctorate shall be a requirement for appointment to an assistant professorship. Although the rank normally leads to review for tenure and promotion, persons appointed to the rank of Assistant Professor after the effective date of this policy shall not be granted tenure in this rank.

3. Associate Professor

In addition to having the qualifications of an Assistant Professor, the appointee shall have a high level of competence in teaching and advisement in the relevant academic field, shall have demonstrated significant research, scholarship, or artistic creativity in the field and shall have shown promise of continued productivity, shall be competent to direct work of major subdivisions of the primary academic unit and to offer graduate instruction and direct graduate research, and shall have served the campus, the profession, or the community in some useful way in addition to teaching and research. Promotion to the rank from within confers tenure; appointment to the rank from without may confer tenure.

4. Professor

In addition to having the qualifications of an Associate Professor, the appointee shall have established a national and, where appropriate, international reputation for outstanding research, scholarship or artistic creativity, and a distinguished record of teaching. There also must be a record of continuing evidence of relevant and effective professional service. The rank carries tenure.

B. Faculty with Duties Primarily in Research, Scholarship, or Artistic Creativity

All appointments in the following titles are renewable. Appointments with these faculty titles do not carry tenure.

1. Faculty Research Assistant

The appointee shall be capable of assisting in research under the direction of the head of a research project and shall have ability and training adequate to the carrying out of the particular techniques required, the assembling of data, and the use and care of any specialized apparatus. A baccalaureate degree shall be the minimum requirement.

2. Research Associate

The appointee shall be trained in research procedures, shall be capable of carrying out individual research or collaborating in group research at the advanced level, and shall have had the experience and specialized training necessary for success in such research projects as may be undertaken. An earned doctorate shall normally be a minimum requirement.

3. Research Assistant Professor; Assistant Research Scientist; Assistant Research Scholar; Assistant Research Engineer

These ranks are generally parallel to Assistant Professor. In addition to the qualifications of a Research Associate, appointees to these ranks shall have demonstrated superior research ability. Appointees should be qualified and competent to direct the work of others (such as technicians, graduate students, other senior research personnel). The doctoral degree will be a normal requirement for appointment at these ranks. Appointment to these ranks may be made for a period of up to three years.

4. Research Associate Professor; Associate Research Scientist; Associate Research Scholar; Associate Research Engineer

These ranks are generally parallel to Associate Professor. In addition to the qualifications required of the assistant ranks, appointees to these ranks should have extensive successful experience in scholarly or creative endeavors, and the ability to propose, develop, and manage major research projects. Appointment to these ranks may be made for a period of up to three years.

5. Research Professor; Senior Research Scientist; Senior Research Scholar; Senior Research Engineer

These ranks are generally parallel to Professor. In addition to the qualifications required of the associate ranks, appointees to these ranks should have demonstrated a degree of proficiency sufficient to establish an excellent reputation among regional and national colleagues. Appointees should provide tangible evidence of sound scholarly production in research, publications,

professional achievements or other distinguished and creative activity.
Appointment to these ranks may be made for a period of up to five years.

6. Assistant Artist-in-Residence; Associate Artist-in-Residence; Senior Artist-in-Residence

These titles, parallel to Assistant Professor, Associate Professor, and Professor, respectively, are intended for those persons whose professional activities are of a creative or performance nature, including but not limited to theatre, dance, music, and art. In each case, the qualifications shall reflect demonstrated superior proficiency and excellence and progressively higher national and international reputation, as appropriate to the ranks involved. Appointment to the rank of Senior Artist-in-Residence may be made for a period of up to five years; appointment to the ranks of Assistant Artist-in-Residence and Associate Artist-in-Residence may be made for a period of up to three years.

C. Field Faculty

1. Associate Agent

The appointee shall hold at least a bachelor's degree and shall show evidence of ability to work with people. The appointee shall have an educational background related to the specific position and should demonstrate evidence of creative ability to plan and implement Cooperative Extension Service programs. This is a term appointment and may be renewed annually.

2. Faculty Extension Assistant

The appointee shall be capable of assisting in Extension under the direction of the head of an Extension project and have the specialized expertise, training and ability to perform the duties required. An earned bachelor's degree and experience in the specialized field is required.

3. Faculty Extension Associate

The appointee shall be capable of carrying out individual instruction or collaborating in group discussions at the advanced level, should be trained in Extension procedures, and should have had the experience and specialized training necessary to develop and interpret data required for success in such Extension projects as may be undertaken. An earned doctorate shall be the minimum requirement.

4. Agent (parallel to the rank of Assistant Professor)

The appointee must hold a master's degree in an appropriate discipline and show evidence of academic ability and leadership skills. The appointee shall have an educational background related to the specific position.

5. Senior Agent (parallel to the rank of Associate Professor)

In addition to the qualifications of an Agent, the appointee must have demonstrated achievement in program development and must have shown originality and creative ability in designing new programs, teaching effectiveness, and evidence of service to the community, institution, and profession. Appointment to this rank may carry tenure.

6. Principal Agent (parallel to the rank of Professor)

In addition to the qualifications of a Senior Agent, the appointee must have demonstrated leadership ability and evidence of service to the community, institution, and profession. The appointee must also have received recognition for contributions to the Cooperative Extension Service sufficient to establish a reputation among State, regional and/or national colleagues, and should have demonstrated evidence of distinguished achievement in creative program development. Appointment to this rank carried tenure.

D. Faculty Engaged Exclusively Or Primarily in Clinical Teaching

1. Clinical Assistant Professor

The appointee shall hold, as a minimum, the terminal professional degree in the field, with training and experience in an area of specialization. There must be clear evidence of a high level of ability in clinical practice and teaching in the departmental field, and the potential for clinical and teaching excellence in a subdivision of this field. The appointee should also have demonstrated scholarly and/or administrative ability.

2. Clinical Associate Professor

In addition to the qualifications required of a Clinical Assistant Professor, the appointee should ordinarily have had extensive successful experience in clinical or professional practice in a field of specialization, or in a subdivision of the departmental field, and in working with and/or directing others (such as professionals, faculty members, graduate students, fellows, and residents or interns) in clinical activities in the field. The appointee must also have demonstrated superior teaching ability and scholarly or administrative accomplishments.

3. Clinical Professor

In addition to the qualifications required of a Clinical Associate Professor, the appointee shall have demonstrated a degree of excellence in clinical practice and teaching sufficient to establish an outstanding regional and national reputation among colleagues. The appointee shall also have demonstrated extraordinary scholarly competence and leadership in the profession.

E. Faculty Engaged Exclusively or Primarily in Library Services

Library faculty hold the ranks of Librarian I-IV. Each rank requires a master's degree from an American Library Association accredited program or a graduate degree in another field where appropriate. The master's degree is considered the terminal degree. Appointments to these ranks are for 12 months with leave and other benefits provided to twelve-month tenured/tenure track faculty members with the exception of terminal leave, sabbatical leave, and non-creditable sick leave (collegially supported).

Permanent status is an institutional commitment to permanent and continuous employment to be terminated only for adequate cause (for example, professional or scholarly misconduct; incompetence; moral turpitude; or willful neglect of duty) and only after due process in accordance with relevant USM and campus policies. Librarians at the rank of Librarian I and Librarian II are not eligible for permanent status. Permanent status is available for library faculty holding the rank of Librarian III and Librarian IV. Those candidates without permanent status applying for the rank of Librarian III and Librarian IV shall be considered concurrently for permanent status.

1. Librarian I

This is an entry-level rank, assigned to librarians with little or no professional library experience. This rank does not carry permanent status.

2. Librarian II

Librarians at this rank have demonstrated professional development evidenced by achievement of a specialization in a subject, service, technical, administrative, or other area of value to the library. This rank does not carry permanent status.

3. Librarian III

Librarians at this rank have a high level of competence in performing professional duties requiring specialized knowledge or experience. They shall have served the

Libraries, the campus, or the community in some significant way; have shown evidence of creative or scholarly contribution; and have been involved in mentoring and providing developmental opportunities for their colleagues. They shall have shown promise of continued productivity in librarianship, service, and scholarship or creativity. Promotion to this rank from within the Libraries confers permanent status; appointment to this rank from outside the Libraries may confer permanent status.

4. Librarian IV

Librarians at this rank show evidence of superior performance at the highest levels of specialized work and professional responsibility. They have shown evidence of and demonstrate promise for continued contribution in valuable service and significant creative or scholarly contribution. Such achievement must include leadership roles and have resulted in the attainment of Libraries, campus, state, regional, national, or international recognition. This rank carries permanent status.

F. Additional Faculty Ranks

1. Assistant Instructor

The appointee shall be competent to fill a specific position in an acceptable manner, but he or she is not required to meet all the requirements for an Instructor. He or she shall hold the appropriate baccalaureate degree or possess equivalent experience.

2. Lecturer

The title Lecturer will ordinarily be used to designate appointments, at any salary and experience level, of persons who are serving in a teaching capacity for a limited time or part-time. This rank does not carry tenure.

3. Senior Lecturer

In addition to having the qualifications of a lecturer, the appointee normally shall have established over the course of six years a record of teaching excellence and service. Appointment to this rank requires the approval of the departmental faculty. The appointment is made for a term not to exceed five years and is renewable. This rank does not carry tenure.

4. Adjunct Assistant Professor, Adjunct Associate Professor, Adjunct Professor

The appointee shall be associated with the faculty of a department or non-

departmentalized school or college, but shall not be essential to the development of that unit's program. The titles do not carry tenure. The appointee may be paid or unpaid. The appointee may be employed outside the University, but shall not hold another paid appointment at the University of Maryland at College Park. The appointee shall have such expertise in his or her discipline and be so well regarded that his or her appointment will have the endorsement of the majority of the members of the professorial faculty of the academic unit. Any academic unit may recommend to the administration persons of these ranks; normally, the number of adjunct appointments shall comprise no more than a small percentage of the faculty in an academic unit. Appointments to these ranks shall not extend beyond the end of the fiscal year during which the appointment becomes effective and may be renewed.

5. Affiliate Assistant Professor, Affiliate Associate Professor, Affiliate Professor, Affiliate Librarian II, Affiliate Librarian III, and Affiliate Librarian IV

These titles shall be used to recognize the affiliation of a faculty member or other university employee with an academic unit other than that to which his or her appointment and salary are formally linked. 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.

6. Visiting Appointments

The prefix Visiting before an academic title, e.g., Visiting Professor, shall be used to designate a short-term professorial appointment without tenure.

7. Emerita, Emeritus

The word emerita or emeritus after an academic title shall designate a faculty member who has retired from full-time employment in the University of Maryland at College Park after meritorious service to the University in the areas of teaching, research, or service. Emerita or emeritus status may be conferred on Associate Professors, Professors, Distinguished University Professors, Research Associate Professors, Research Professors, Senior Agents, Principal Agents, Librarians III, and Librarians IV.

8. Distinguished University Professor

The title Distinguished University Professor will be conferred by the President upon a limited number of members of the faculty of the University of Maryland at College Park in recognition of distinguished achievement in teaching; research or

creative activities; and service to the University, the profession, and the community. College Park faculty who, at the time of approval of this title, carry the title of Distinguished Professor, will be permitted to retain their present title or to change to the title of Distinguished University Professor. Designation as Distinguished University Professor shall include an annual allocation of funds to support his or her professional activities, to be expended in accordance with applicable University policies.

9. Professor of the Practice

This title may be used to appoint individuals who have demonstrated excellence in the practice as well as leadership in specific fields. The appointee shall have attained regional and national prominence and, when appropriate, international recognition of outstanding achievement. Additionally, the appointee shall have demonstrated superior teaching ability appropriate to assigned responsibilities. As a minimum, the appointee shall hold the terminal professional degree in the field or equivalent stature by virtue of experience. Appointees will hold the rank of Professor but, while having the stature, will not have rights that are limited to tenured faculty. Initial appointment is for periods up to five years, and reappointment is possible. This title does not carry tenure, nor does time served as a Professor of the Practice count toward achieving tenure in another title.

10. College Park Professor

This title may be used for nationally distinguished scholars, creative or performing artists, or researchers who would qualify for appointment at the University of Maryland at College Park at the level of professor but who normally hold full-time positions outside the University. Holders of this title may provide graduate student supervision, serve as principal investigators, and participate in departmental and college shared governance. Initial appointment is for three years and is renewable annually upon recommendation to the Provost by the unit head and dean. Appointment as a College Park Professor does not carry tenure or expectation of salary.

11. Other Titles

No new faculty titles or designations shall be created by the University of Maryland at College Park for appointees to faculty status without approval by the Campus Senate and the President.

II. CRITERIA FOR APPOINTMENT AND PROMOTION

The criteria for appointment, tenure, and promotion shall reflect the educational mission of the University of Maryland at College Park: to provide an undergraduate education

ranked among the best in the nation; to provide a nationally and internationally renowned program of graduate education and research, making significant contributions to the arts, the humanities, the professions, and the sciences; and to provide public service to the state and the nation embodying the best tradition of outstanding land-grant colleges and universities.

In the case of both appointments and promotions every effort shall be made to fill positions with persons of the highest qualifications. Search, appointment, and promotion procedures shall comply with institutional policies, including affirmative action guidelines, and be widely publicized and published in the Faculty Handbook.

It is the special responsibility of those in charge of recommending appointments to make a thorough search of available talent before recommending appointees. At a minimum, the search for full-time tenure-track or tenured faculty and academic administrators shall include the advertisement of available positions in the appropriate media.

Decisions on tenure-track appointments must also take account of the academic needs of the department, school, college, and institution at the time of appointment and the projected needs at the time of consideration for tenure. This is both an element of sound academic planning and an essential element of fairness to candidates for tenure-track positions. Academic units shall select for initial appointment those candidates who, at the time of consideration for tenure, are most likely to merit tenure and also whose areas of expertise are most likely to be compatible with the unit's projected programmatic needs. The same concern shall be shown in the renewal of tenure-track appointments.

Each college, school, and department shall develop brief, general, written Criteria for Tenure and/or Promotion. The criteria to be considered in appointments and promotions fall into three general categories: (1) performance in teaching, advising, and mentoring of students; (2) performance in research, scholarship, and creative activity; (3) performance of professional service to the university, the profession, or the community. The relative importance of these criteria may vary among different academic units, but each of the categories shall be considered in every decision. The criteria for appointment to a faculty rank or tenure shall be the same as for promotion to that rank (or for tenuring at the rank of associate professor), whether or not the individual is being considered for an administrative appointment. An academic unit's general Criteria for Tenure and/or Promotion must receive the approval of the next level administrator. Any exceptional or unusual arrangements relating to criteria for tenure and/or promotion shall be specified in writing at the time of appointment and shall be approved by the faculty and administrator of the first-level unit, by the dean of the school or college, and by the Provost.

Upon appointment, each new faculty member shall be given by his or her chair or dean a copy of the unit's Criteria for Tenure and/or Promotion and the chair or dean shall discuss the Criteria with the faculty member. Each faculty member shall be notified promptly in writing by his or her chair or dean of any changes in the unit's Criteria for

Tenure and/or Promotion.

Decisions on promotion of tenured faculty members shall be based on the academic merit of the candidate as evaluated using the relevant Criteria. Decisions on the renewal of untenured appointments and on promotion decisions involving the granting of tenure shall be based on the academic merit of the candidate as evaluated using the relevant Criteria and on the academic needs of the department, school, college, and institution. Considerations relating to the present or future programmatic value of the candidate's particular field of expertise, or other larger institutional objectives, may be legitimately considered in the context of a tenure decision. In no case, however, may programmatic considerations affecting a particular candidate be changed following the first renewal of the faculty contract of that candidate. It is essential that academic units develop long-range projections of programmatic needs in order that decisions on tenure and tenure-track appointments and promotions to tenure ranks be made on a rational basis.

A. Teaching and Advisement

Superior teaching and academic advisement at all instructional levels (or reasonable promise thereof in the case of initial appointments) are essential criteria in appointment and promotion. Every effort shall be made to recognize and emphasize excellence in teaching and advisement. The general test to be applied is that the faculty member be engaged regularly and effectively in teaching and advisement activities of high quality and significance.

The responsibility for the evaluation of teaching performance rests on the academic unit of the faculty member. Each academic unit shall develop and disseminate the criteria to be used in the evaluation of the teaching performance of its members. The evaluation should normally include opinions of students and colleagues.

B. Research, Scholarship, and Artistic Creativity

Research, scholarship and artistic creativity are among the primary functions of the university. A faculty member's contributions will vary from one academic or professional field to another, but the general test to be applied is that the faculty member be engaged continually and effectively in creative activities of distinction. Each academic unit shall develop and disseminate the criteria for evaluating scholarly and creative activity in that unit.

Research or other activity of a classified or proprietary nature shall not be considered in weighing an individual's case for appointment or promotion.

C. Service

In addition to a demonstrated excellence in teaching and in research, scholarship and artistic creativity, a candidate for promotion should have established a commitment to the University and the profession through participation in service activities. Such participation may take several different forms: service to the university; to the profession and higher education; and to the community, school systems, and governmental agencies. Service activity is expected of the faculty member, but service shall not substitute for teaching and advisement or for achievement in research, scholarship, or artistic creativity. Service activity shall not be expected or required of junior faculty to the point that it interferes with the development of their teaching and research.

III. APPOINTMENT OF FACULTY

A. Search Process

1. Recruitment of faculty shall be governed by written search procedures, which shall anticipate and describe the manner in which new professorial faculty members will be recruited, including arrangements for interinstitutional appointments, interdepartmental appointments, and appointments in new academic units.
2. Search procedures shall reflect the commitment of the University to equal opportunity and affirmative action. Campus procedures shall be widely disseminated and published in the Faculty Handbook.
3. Faculty review committees are an essential part of the review and recommendation process for new full-time faculty appointments. The procedures which lead to new faculty appointments should hold to standards at least as rigorous as those that pertain to promotions to the same rank.

B. Offers of Appointment

1. An offer of appointment can be made only with the approval of the President or his or her designee. Full-time appointments to the rank of Associate Professor or Professor require the written approval of the President.
2. All faculty appointments are made to a designated rank effective on a specific date. A standard letter of appointment shall be developed for each rank and tenure status and shall be approved by the Office of the Attorney General for form and legal sufficiency. The University shall publish in a designated section of the Faculty Handbook all duly approved System and University policies and procedures which set forth faculty rights and

responsibilities. Subject to the provisions of paragraphs I.C.15 and I.C.17 of the System Policy on Appointment, Rank, and Tenure of Faculty and paragraph III.C of this document, the terms described in the letter of appointment, together with the policies reproduced in the designated portions of the Faculty Handbook, shall constitute a contractually binding agreement between the University and the appointee.

C. Provisions Related to Appointments, Promotion, and Tenure

The following provisions are adapted from the System Policy on Appointments, Rank, and Tenure to reflect the mission of the University of Maryland at College Park and are to be furnished to all new faculty at the time of initial appointment.

1. Adjustments in salary or advancement in rank may be made under these policies, and, except where a definite termination date is a condition of appointment, the conditions pertaining to the rank as modified shall become effective as of the date of the modification.
2. Subject to any special conditions specified in the letter of appointment, full-time appointments to the rank of Assistant Professor shall be for an initial term of one to three years. The first year of the initial appointment shall be a probationary year, and the appointment may be terminated at the end of that fiscal year if the appointee is so notified by March 1. In the event that the initial appointment is for two years, the appointment may be terminated if the appointee is so notified by December 15 of the second year. After the second year of the initial appointment, the appointee shall be given one full year's notice if it is the intention of the University not to renew the appointment. If the appointee does not receive timely notification of nonrenewal, the initial appointment shall be extended for one additional year. An initial appointment may be renewed for an additional one, two, or three years. Except as set forth in paragraph III.C.3 below, an appointment to any term beyond the initial appointment shall terminate at the conclusion of that additional term unless the appointee is notified in writing that it is to be renewed for another term allowable under University System policies or the appointee is granted tenure. Such appointments may be terminated at any time in accordance with paragraphs III.C.5-11.
3. An Assistant Professor whose appointment is extended to a full six years shall receive a formal review for tenure in the sixth year. (An assistant professor may receive a formal review for tenure and be granted tenure earlier (cf. IV.A.4.)). The appointee shall be notified in writing, by the end of the appointment year in which the review was conducted, of the decision to grant or deny tenure. Notwithstanding anything in

paragraph III.C.2 to the contrary, a full-time appointee who has completed six consecutive years of service at the University as an Assistant Professor, and who has been notified that tenure has been denied, shall be granted an additional and terminal one year appointment in that rank, but, barring exceptional circumstances, shall receive no further consideration for tenure. In the event that an Assistant Professor in his or her sixth year of service is not affirmatively awarded tenure by the President or otherwise notified of a tenure decision, then he or she shall be granted a one-year terminal appointment.

4. Full-time appointments or promotions to the rank of Associate Professor or Professor require the written approval of the President. Promotions to the rank of Associate Professor or Professor carry immediate tenure. New full-time appointments to the rank of Professor carry immediate tenure. New full-time appointments to the rank of Associate Professor may carry tenure. If immediate tenure is not offered, such appointments shall be for an initial period of up to four years and shall terminate at the end of that period unless the appointee is notified in writing that he or she has been granted tenure. An Associate Professor who is appointed without tenure shall receive a formal review for tenure. No later than one year prior to the expiration of the appointment, the formal review must be completed, and written notice must be given that tenure has been granted or denied. Appointments carrying tenure may be terminated at any time as described under paragraphs III.C.5-11.
5. A term of service may be terminated by the appointee by resignation, but it is expressly agreed that no resignation shall become effective until the termination of the appointment period in which the resignation is offered except by mutual agreement between the appointee and the President or designee.
6. a. The President may terminate the appointment of a tenured or tenure-track appointee for moral turpitude, professional or scholarly misconduct, incompetence, or willful neglect of duty, provided that the charges be stated in writing, that the appointee be furnished a copy thereof, and that the appointee be given an opportunity prior to such termination to request a hearing by an impartial hearing officer appointed by the President or a duly appointed faculty board of review. With the consent of the President, the appointee may elect a hearing by the President rather than by a hearing officer or a faculty board of review. Upon receipt of notice of termination, the appointee shall have thirty (30) calendar days to request a hearing. The hearing shall be held no sooner than thirty (30) calendar days after receipt of such a

request. The date of the hearing shall be set by mutual agreement of the appointee and the hearing officer or faculty board of review. If a hearing officer or a faculty board of review is appointed, the hearing officer or board shall make a recommendation to the President for action to be taken. The recommendation shall be based only on the evidence of record in the proceeding. Either party to the hearing may request an opportunity for oral argument before the President prior to action on the recommendation. If the President does not accept the recommendation of the hearing officer or board of review, the reasons shall be communicated promptly in writing to the appointee and the hearing officer or board. In the event that the President elects to terminate the appointment, the appointee may appeal to the Board of Regents, which shall render a final decision.

- b. Under exceptional circumstances and following consultation with the chair of the faculty board of review or appropriate faculty committee, the President may direct that the appointee be relieved of some or all of his or her University duties, without loss of compensation and without prejudice, pending a final decision in the termination proceedings. (In case of emergency involving threat to life, the President may act to suspend temporarily prior to consultation.)
- c. The appointee may elect to be represented by counsel of his or her choice throughout the termination proceedings.

- 7. If an appointment is terminated in the manner prescribed in paragraph III.C.6, the President may, at his or her discretion, relieve the appointee of assigned duties immediately or allow the appointee to continue in the position for a specified period of time. The appointee's compensation shall continue for a period of one year commencing on the date on which the appointee receives notice of termination. A faculty member whose appointment is terminated for cause involving moral turpitude or professional or scholarly misconduct shall receive no notice or further compensation beyond the date of final action by the President or Board of Regents.
- 8. The University may terminate any appointment because of the discontinuance of the department, program, school or unit in which the appointment was made; or because of the lack of appropriations or other funds with which to support the appointment. Such decisions must be made in accordance with written University policies. The President shall give a full-time appointee holding tenure notice of such

termination at least one year before the date on which the appointment is terminated.

9. Notwithstanding any provisions to the contrary, the appointment of any untenured faculty member, fifty percent or more of whose compensation is derived from research contracts, service contracts, gifts or grants, shall be subject to termination upon expiration of the research funds, service contract income, gifts or grants from which the compensation is payable.
10. Appointments shall terminate upon the death of the appointee. Upon termination for this cause, the University shall pay to the estate of the appointee all of the accumulated and unpaid earnings of the appointee plus compensation for accumulated unused annual leave.
11. If, in the judgment of the appointee's department chair or supervisor, a deficiency in the appointee's professional conduct or performance exists that does not warrant dismissal or suspension, a moderate sanction such as a formal warning or censure may be imposed, provided that the appointee is first afforded an opportunity to contest the action through the established faculty grievance procedure.
12. Unless the appointee agrees otherwise, any changes that are hereafter made in paragraphs III.C.1-12 will be applied only to subsequent appointments.
13. Compensation for appointments under these policies is subject to modification in the event of reduction in State appropriations or in other income from which compensation may be paid.
14. The appointee shall be subject to all applicable policies and procedures duly adopted or amended from time to time by the University or the University System, including, but not limited to, policies and procedures regarding annual leave; sick leave; sabbatical leave; leave of absence; outside employment; patents and copyrights; scholarly and professional misconduct; retirement; reduction, consolidation or discontinuation of programs; and criteria on teaching, scholarship, and service.

D. Provisions Relating to Formal Promotion and Tenure Reviews

1. Reviews for promotion and tenure shall be conducted according to the duly adopted written policies and procedures of the University. These procedures shall be published in the Faculty Handbook.
2. Faculty review committees are a part of the review process at each level.

3. Each review by a faculty committee and each review by the administrator of an academic unit (chair or dean) shall be focused on the evaluation of the candidate using the Criteria for Tenure and/or Promotion of that unit. Each review shall be based on materials that must include the candidate's *c.v.*, the candidate's Personal Statement, the Summary Statement of Professional Achievements, the Candidate's Response to the Summary Statement of Professional Achievements (if one is written), the letters from external evaluators, and the other prescribed elements in the University Appointment, Promotion and Tenure Procedures Manual. At the second and third levels of review, these promotion materials include the promotion committee reports and the letters from academic unit administrators.
4. A faculty member eligible to vote on the promotion recommendation on a candidate of an academic unit may not participate in a review of that candidate or vote on that candidate at a higher level of review. Because they provide an independent evaluation, department chairs, academic deans, and the Provost are ineligible to vote at any level.
5. Candidates shall have the right to appeal negative promotion and tenure decisions on grounds specified in the policies and procedures of paragraph V.B.

IV. PROMOTION, TENURE, AND EMERITUS REVIEW

The Provost shall develop detailed written procedures, implementing the University and the System policies on appointment, promotion, and tenure. This set of procedures shall be known as the University's Implementation of the University Appointment, Promotion and Tenure Policy and these procedures shall govern the University's decision-making. The procedures developed shall be subject to review and approval by the University Senate. The Provost shall also develop useful guidelines, suggestions, and advice for candidates for tenure and/or promotion and for academic units responsible for carrying out reviews of candidates. Each year the Provost shall publish the University Appointment, Promotion and Tenure Procedures Manual. This manual shall contain the entire text of the University's Appointment, Promotion and Tenure Policy, the University's implementation of this policy, and the guidelines, suggestions, and advice for candidates and for academic units. The University's Implementation should contain the University's required procedures clearly identified as such. All guidelines, suggestions, and advice in the Manual must be so labeled and distinguished from the required procedures.

Each college, school, and department shall develop detailed written procedures implementing the University and System policies on appointment, promotion, and tenure

and the University's implementation of the University's Policy. The procedures of each academic unit shall be subject to review and approval by the policy-setting faculty body of the college or school for an academic unit in a departmentalized college or school, as established in its plan of organization, by the dean, and by the University Senate.

The University's required procedures and the required procedures of each academic unit to which a candidate belongs shall apply to promotion and tenure decisions for all full-time faculty and for academic administrators who hold faculty rank, or who would hold faculty rank if appointed.

The Provost has the responsibility for systematically monitoring the fair and timely compliance of all academic units with the approved procedures of this Appointment, Tenure and Promotion Policy and for the prompt remedying of any failure to fulfill a Provision of this Policy that occurs prior to the institution of a formal tenure and/or promotion review. A violation of procedural due process during a formal review for tenure and/or promotion is subject to the provisions of Section V, The Appeals Process.

At the time of appointment, each new faculty member shall be provided by the chair or dean of the first-level unit with a copy of the University's Appointment, Promotion and Tenure Procedures Manual and the procedures for the lower-level academic units to which he or she belongs and the chair or dean shall discuss the procedures with the faculty member. Faculty members should stay up to date on these procedures and academic units should keep their faculty members informed of any changes.

Faculty review committees shall be an essential part of the review and recommendation process for all full-time faculty. Review committees and administrators at all levels shall impose the highest standards of quality, shall ensure that all candidates receive fair and impartial treatment, and shall be responsible for maintaining the integrity and the confidentiality of the review and recommendation process.

Candidates for tenure and/or promotion are responsible for providing their academic unit with an accurate *curriculum vitae* detailing their academic and professional achievements. Candidates holding faculty rank at the University shall also make a written Personal Statement advocating their case for tenure and/or promotion based on the facts in their *c.v.*, on the applicable Criteria for Tenure and/or Promotion, and on their perspective of those achievements in the context of their discipline. Both the *c.v.* and the Personal Statement shall be presented in the form required by the University Appointment, Promotion and Tenure Procedures Manual at the beginning of the academic year in which a formal review for tenure and/or promotion will occur. These two documents shall be included with each request for external evaluation and shall be included in the promotion dossier reviewed at each level within the University. Within the University review system, units and administrators may express their judgments on the contents and on the significance of elements in either of the candidate's documents. Units may only ask in neutral language for external evaluators to comment on elements

of these documents as part of their review but not suggest conclusions.

The burden of evaluating the qualifications and suitability of the candidate for tenure and promotion is greatest at the first level of review. Great weight shall be given at the higher levels of review to the judgments and recommendations of lower-level review committees and to the principle of peer review.

The decision whether or not to award tenure or promotion shall be based primarily on the candidate's record of accomplishment in each of the three areas of teaching and advisement, research, and service, and the anticipated level of future achievements as indicated by accomplishments to date. Considerations relating to the present or future programmatic value of the candidate's particular field of expertise, or other larger institutional objectives, may legitimately be considered in the context of a tenure decision; but in no case shall the year of the tenure review be the first occasion on which these considerations are raised. The faculty and the unit chair or dean are responsible for advising untenured faculty on any and all programmatic considerations relative to the tenure decision, conveying such information to the candidate at the earliest opportunity during annual assessments of progress towards tenure.

When the President has completed his or her review of the tenure or promotion case and informed the candidate of the decision, the list of members of the unit, college, and campus committees shall be made public.

A. First-level Review

1. Eligible Voters: At the first-level unit of review, the review committee shall consist of all members of the faculty of that unit who are eligible to vote. To be eligible to vote within the first-level unit, 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 or promotion. Tenured faculty voting on promotions cases at the first-level of review may only do so in a single academic department or non-departmentalized school, and may only vote in units in which they have a regular appointment and where this is permitted by the unit's plan of organization. In those cases where a faculty member has the opportunity to vote in more than one department or non-departmentalized school, the faculty member votes in that department/school in which the faculty member holds tenure.

In those cases where a faculty member has the opportunity to vote at more than one level of review, the faculty member votes at the first level of review at which the faculty member has the opportunity to vote. There are two exceptions: (a) chairs or deans are excluded from voting as faculty in their first level unit; (b) if there are fewer than three (3) eligible faculty members in the first-level unit, the dean at his/her discretion shall appoint

one or more eligible faculty members from related units as voting members of the first-level review committee, to ensure that the review committee shall contain at least three (3) persons. Consequently, in promotion and tenure cases of faculty with joint appointments, faculty appointed by the dean to the first-level review committee of the primary unit, who are also members of a secondary unit providing input on a candidate, are permitted to vote on the candidate only in the primary unit where they have been appointed as member of the review committee by the Dean.

Although they do not have voting privileges, other faculty and the head of the first-level unit may be invited to participate in discussion about the candidate if the plan of organization and the bylaws of the unit permit.

Advisory Subcommittee: The first-level unit review committee may establish an advisory subcommittee to gather material and make recommendations, but the vote of the entire eligible faculty of the first-level unit shall be considered the faculty recommendation of the first-level unit.

Conduct of the Review: The first-level review committee shall appoint an eligible member of the faculty from the first-level unit to serve as chair and spokesperson for the candidate's review committee. The chair of the review committee is responsible for writing the recommendation on the candidate and recording the transactions at the review meeting. Under no circumstances may the chair of the unit or dean serve as spokesperson for the first-level unit review committee or write its report.

As the first-level administrator, the chair or dean shall submit a recommendation separately; the recommendation of the chair or dean shall be considered together with all other relevant materials by any reviewing committee at a higher level. Requests for information from higher level review units shall be transmitted to both the chair of the first-level unit review committee and the first-level unit administrator.

Joint Appointments: Faculty members with joint appointments hold both a primary appointment (in their tenure home) and one or more secondary appointments (in the unit or units that are not their tenure home). When a joint appointment candidate is reviewed for appointment, promotion and/or tenure, the primary appointment unit is responsible for making the recommendation after first obtaining advisory input from the (one or more) secondary units, as appropriate. The advisory input from secondary unit(s) will be as follows:

- If the candidate holds a temporary appointment in the secondary unit, then the secondary unit's advice to the primary unit shall consist solely of a written recommendation by the chair or director of the secondary unit.
- If the candidate holds a permanent appointment in a secondary unit that is neither an academic department nor a non-departmentalized school, then the director's recommendation will be informed by advice from the faculty in the unit who are at or above the rank to which the candidate aspires. That advice shall be in a format consistent with the unit's plan of organization. If the plan of organization includes a vote, the vote may not include those eligible to vote elsewhere on the candidate.
- If the candidate holds a permanent appointment in a secondary unit that is either an academic department or a non-departmentalized school, then there shall be both a vote of the faculty in the unit who are at or above the rank to which the candidate aspires and a written recommendation by the head of that unit. The restriction on multiple faculty votes continues to apply in this instance.

The secondary unit's review of the candidate shall be provided to the first-level unit review committee and the first-level administrator. If the chair/director of the secondary unit is also a member of the candidate's primary unit, the chair/director may participate in the deliberations of the primary unit, but may not vote on the candidate's promotion in that unit.

2. The committee shall solicit letters of evaluation from six or more widely recognized authorities in the field, chosen from a list that shall include individuals nominated by the candidate. At least three letters and at most one-half of the requested letters shall be from persons nominated by the candidate.
3. Each first-level unit shall provide for the mentoring of each assistant professor and of each untenured associate professor by one or more members of the senior faculty other than the chair or dean of the unit. Mentors should encourage, support, and assist these faculty members and be available for consultation on matters of professional development. Mentors also need to be frank and honest about the progress toward fulfilling the criteria for tenure and/or promotion. Following appropriate consultations with members of the unit's faculty, the chair or dean of the unit shall independently provide each assistant professor and each untenured associate professor annually with an informal assessment of his or her progress. Favorable informal assessments and positive comments by mentors are purely advisory to the faculty member and do not guarantee a favorable tenure and/or promotion decision.

The first-level academic unit shall perform a formal intermediate review of the progress towards meeting the criteria for tenure and promotion in the third year of an assistant professor's appointment. The first-level academic unit shall perform a formal intermediate review of the progress towards meeting the criteria for promotion to the rank of professor in the fifth year of a tenured associate professor's appointment and every five years thereafter. An associate professor may request an intermediate review earlier than the five years specified. The purposes of these intermediate reviews are to assess the candidate's progress toward promotion, to inform the reviewed faculty member of that assessment, to inform the faculty members more senior to that faculty member who will eventually consider him or her for promotion of that assessment, and to advise the candidate and the first-level administrator of steps that should be taken to improve prospects for promotion. These intermediate reviews shall be structured in a similar fashion to reviews for tenure and/or promotion according to the unit's plan of governance but normally will not involve external evaluations of the faculty member. If it is deemed necessary to obtain informal external evaluations, the academic unit must adopt written procedures applying this requirement to all intermediate reviews and these procedures must be approved by the academic administrator (dean or provost) at the next level of review.

Any change in the nature of the institution's or the unit's programmatic needs which may have a bearing on the candidate's prospects for tenure should be brought to the attention of the candidate at the earliest possible time. In addition, first-level units shall make the best possible effort to advise tenure-track faculty of the prevailing standards of quality and of the most effective ways to demonstrate that they meet the standards. The advice and assessments provided to untenured candidates should avoid simplistic quantitative guidelines and should not suggest or imply that tenure decisions will be based on the quantity of effort or scholarly activity, independently of its intellectual quality.

4. A tenure-track or tenured faculty member may request a formal review for tenure or promotion.
5. The tenure or promotion case shall go forward to the next level of review if fifty percent of the faculty vote cast is favorable (or such higher percentage as may be established by procedures or guidelines of the first-level unit) or if the recommendation of the administrator of the first-level unit is favorable. If both faculty and unit administrator recommendations are negative, the case shall be reviewed at the next level only by the dean (or, in the case of a non-departmentalized school or college, the Provost).

The dean (or Provost) shall review the case to ensure that the candidate has received procedural and substantive due process, as defined in Section V.B.1.b. If the dean (or Provost) believes that the candidate has not received due process, he or she shall direct the unit to reconsider. The candidate may withdraw from his or her review at any time prior to the President's decision.

6. The first-level review committee shall prepare a concise Summary Statement of Professional Achievements on each candidate for tenure and/or promotion. The Summary Statement shall place the professional achievements of the candidate in scholarship, research, artistic performance, and/or Extension in the context of the broader discipline. It shall place the candidate's professional achievements in teaching and in service in the context of the responsibilities of the unit, the college or school, the University, and the greater community. The Summary Statement shall be factual and objective, not evaluative. The Summary Statement shall be reviewed by the candidate at least two weeks before the meeting at which the academic unit begins consideration of its recommendation on tenure and/or promotion. If the candidate and the committee cannot agree on the Summary Statement, the candidate has the right and the responsibility to submit a Response to the Summary Statement of Professional Achievements for the consideration of the voting members of the review committee and the academic unit must note the existence of the Response in the unit's Summary Statement. The purpose of the Summary Statement is to set the candidate's work in the context of the field for each level of review within the University and it is not to be sent to external evaluators or others outside the University.
7. The chair of the first-level review committee shall prepare a written report stating the committee's vote and recommendation on whether or not to grant tenure or promotion, and explaining the basis for the faculty's recommendation insofar as that basis has been made known in the discussions taking place among the members of the committee. This letter will be provided to the chair or dean for his or her information and for forwarding to higher levels of review. Faculty participating in the unit's deliberation who wish to express a dissenting view are free to do so, and any such written statement shall be included in the materials sent forward to the next level of review.
8. The recommendation of the first-level administrator shall likewise be in writing. The administrator's recommendation shall be transmitted to the second-level review and shall be made available to all eligible members of the first-level faculty.

9. If a faculty member must be given a formal review for tenure in accordance with paragraph I.C.4 of the University of Maryland System Policy and paragraph III.C.3 of this policy, and the chair or dean of the first-level academic unit of which the appointee is a member fails to transmit, by the date specified in paragraph IV.F.2 of this policy, a tenure recommendation for the appointee, the Provost shall extend the deadline for the transmittal of such recommendations and instruct the first-level unit to forward recommendations and all supporting documents as expeditiously as possible.

B. Second-level Review

1. Second-level review of recommendations for promotion and tenure from departments shall be conducted within the appropriate college. The second-level review committees shall be established in conformity with the approved bylaws of the college. The dean may be a non-voting ex-officio member but not a voting member of the committee. Each second-level committee shall elect its own chair and an alternate chair; the latter shall serve as chair when a candidate from the chair's own unit is under discussion. A committee member who is entitled to vote in a lower-level review of a candidate may be present for the discussion of that candidate but shall not participate in the discussion in any way and shall not vote on that candidate. The committee members must maintain absolute confidentiality in their consideration of cases. Outside of the committee meetings, members of the second-level review committee shall not discuss specific cases with anyone who is not a member of the second-level review committee. The membership of the committee shall be made public at the time of the committee's appointment. Every member of the campus community must respect the integrity of the appointment, tenure and promotion process and must refrain from attempting to discuss cases with committee members or to lobby them in any way.
2. Review of recommendations for promotion and tenure from non-departmentalized schools and colleges shall be conducted by the third-level review (see Section IV.C.1) committee.
3. Both the recommendation of the second-level committee and the recommendation of the second-level administrator shall go forward to be considered, together with all other relevant materials, at higher levels of review.
4. When significant questions arise regarding the recommendations from the first-level review or the contents of the dossier, the second-level review committee shall provide an opportunity for the chair of the first-level

academic unit and the designated spokesperson of the first-level unit review committee to meet with the second-level committee to discuss their recommendations; the committee shall provide them with a written list of the committee's general concerns about the candidate's case prior to the meeting. The second-level review committee may also request additional information from the first level of review by following the procedures described in Section F1 below.

5. Whether its recommendation is favorable or unfavorable, the committee shall, as soon as possible and no later than thirty (30) days after the decision, transmit through the dean its decision, its vote, and a written justification to the Provost. The dean of the college shall also promptly transmit his or her recommendation with a written justification to the Provost.

C. Third-level Review

1. A third- or campus-level review committee shall be established in the following manner: The Provost shall appoint nine faculty members holding the rank of Professor, one from each of the eight large colleges (Agriculture and Natural Resources; Arts and Humanities; Behavioral and Social Sciences; Business; Computer, Mathematical, and Natural Sciences; Education; Engineering; School of Public Health) and one from among the four small colleges (Architecture, Planning, and Preservation; Information Studies; Journalism; Public Policy). Since this committee shall make its recommendations on the basis of whether or not the University's high standards for tenure and/or promotion have been met, members of this committee shall have a track record of outstanding academic judgment along with sufficient intellectual breadth and depth to be capable of comparing and judging candidates from varied disciplinary, cross-disciplinary, and professional backgrounds. No small college shall be represented on the committee more frequently than once in every three terms. Candidates for the committee shall be solicited from the Deans of the Colleges and Schools, from the Senate Executive Committee, and from the faculty at large. No one serving in a full-time administrative position may serve as a voting member of the committee. The Provost shall be a non-voting ex-officio member. A committee member who is entitled to vote in a lower-level review of a candidate shall not be present for the discussion of that candidate and shall not vote on that candidate. Appointments to the third-level review committee from the eight large colleges shall be for three years while the appointment from one of the five small colleges shall be for two years, with the terms staggered so that approximately one-third of the committee is replaced each year. No one may serve two consecutive terms. The third-level review committee shall

elect its own chair and alternate chair. The committee members must maintain absolute confidentiality in their consideration of cases. Outside of the committee meetings, members of the third-level review committee shall not discuss specific cases with anyone who is not a member of the third-level review committee. The membership of the committee shall be made public at the time of the committee's appointment. Every member of the campus community must respect the integrity of the appointment, tenure and promotion process and must refrain from attempting to discuss cases with committee members or to lobby them in any way.

2. When questions arise regarding the recommendations from either the first- or second-level reviews or the contents of the dossier, the third-level committee shall provide the opportunity for the first-level unit administrator, the spokesperson for the first-level faculty review committee, the dean of the college, and the chair of the second-level review committee to meet with the third-level committee to discuss their recommendations; the committee shall provide them with a written list of the committee's general concerns about the candidate's case prior to the meeting. The third-level review committee may also request additional information from the first and second levels of review by following the procedures prescribed in Section F1 below.
3. The committee shall promptly transmit its recommendation and a written justification through the Provost to the President, along with all materials provided from the lower levels of review. The Provost and the President shall confer about the case, and the Provost shall transmit his or her recommendation and a written justification to the President. If the Provost's recommendation differs from that of the third-level committee or from that of the Dean, the Provost will meet with the committee and/or the dean to discuss the review. After the President has made a decision, a report on the decisions reached at the third level of review shall be provided to the second-level administrator and faculty committee chair, the first-level administrator and faculty chair, and to the candidate.
4. The Third-level Review Committee and the Provost shall conduct an end-of-the-year review of appointment, promotion, and tenure. The Committee shall write a public Annual report, the purpose of which includes improving the understanding of faculty members and of academic units about appointments, promotion, and tenure. The report should include any recommendations for improvements in policy, procedures, or the carrying out of reviews of candidates. The Provost shall write a public report annually giving statistical information on the appointment, promotion, and tenure cases considered during the academic year.

D. Notification to Candidates for Tenure and/or Promotion

Upon completion of the first-level review, the unit administrator at the first level shall within two weeks of the date of the decision: (1) inform the candidate whether the recommendations made by the faculty committee and the unit administrator were positive or negative (including specific information on the number of faculty who voted for tenure and/or promotion, the number who voted against, and the number of abstentions), and (2) prepare for the candidate a letter summarizing in general terms the nature of the considerations on which those decisions were based. At higher levels of review, summaries shall be provided to the candidate whenever either or both faculty and administrator recommendations are negative. The chair of the faculty committee shall review the summary letter prepared by the unit administrator in order to ensure that it accurately summarizes the considerations regarded as relevant by the faculty committee at that level. The chair of the faculty committee at each level shall be provided access to the unit administrator's letters to the candidate and to the next level of review in order to ensure that the summary accurately reflects the recommendation and rationale provided to higher levels of review. In addition, both letters shall be made available for review in the office of the chair (dean or Provost) by any member of the faculty committee at that level. In the event that the chair of the faculty committee and the unit administrator are unable to agree on the appropriate language and contents of the summary letter, each shall write a summary letter to the candidate. A copy of all materials provided to the candidate shall be added to the tenure or promotion file as the case proceeds through higher levels of review.

E. Presidential Review

Full-time appointments or promotions to the ranks of Associate Professor or Professor require the written approval of the President, in whom resides final authority for promotion and granting of tenure to faculty. Final authority for any appointment or promotion to the rank of Associate Professor or Professor cannot be delegated by the President.

F. General Procedures Governing Promotion and Tenure

1. With the exception of the third-level review committee, in their reviews of tenure and promotion recommendations from lower levels, upper-level administrators or review committees may not seek or use additional information from outside sources concerning a candidate's merits unless: (1) the materials forwarded from lower levels indicate the presence of a significant dissenting vote or divided recommendations from a lower level; (2) representatives from the first-level unit participate in the selection of additional persons to be consulted; and (3) the assessments

received from these external sources are shared with and considered by the first-level review committee and by the unit's chair or dean; and (4) the review committee and the unit's academic administrator have the opportunity to reconsider their recommendations in the light of the augmented promotion dossier. The third-level review committee may seek additional information on any candidate as it chooses, although it must follow (2), (3) and (4) as described above. In doing so, the committee should ask the Provost to obtain the additional information from the Dean, who would then consult with the Department Chair to obtain faculty input. The evidential basis for upper-level committees and administrators should be restricted to the materials as assembled and evaluated by the first-level unit, with the exception of information obtained in compliance with the procedures just described. Candidates for tenure or promotion, however, are permitted to bring to the attention of the university administration any changes in their circumstances which might have a significant bearing on the tenure or promotion question. In the event that candidates for tenure or promotion bring information of this sort to the attention of upper-level committees or administrators after the first-level review has been concluded, these committees or administrators may take these changes into account in reaching their decisions and may elect to send the case back to the first-level for reconsideration.

2. The candidate's application and supporting materials, and the reports and recommendations of the first-level committee and administrator, shall be transmitted to the appropriate levels of secondary review no later than a date set annually by the Provost.
3. If an untenured faculty member requests leave without pay for a year or more, the dean of the college in which the faculty member will be considered for tenure shall recommend whether or not the faculty member's mandatory tenure review will be delayed. A positive recommendation from the dean to stop the tenure clock shall require evidence: (1) that the leave of absence will be in the interest of the University, and (2) that the faculty member's capacity to engage in continued professional activity will not be significantly impaired during the period of the leave. The dean's recommendation shall be included in the proposal for leave submitted to the Provost. Delay of the mandatory tenure review requires the written approval of the Provost.
4. A faculty member who would otherwise receive a formal review for tenure may waive the review by requesting in writing that he or she not be considered for tenure. A faculty member who has waived a tenure review shall receive whatever terminal appointments he or she would have received if tenure had been denied. A faculty member at any rank who has

been denied tenure and who is ineligible for further consideration shall receive an additional and terminal one-year appointment in that rank.

5. All recommendations for the appointment of faculty below the rank of Associate Professor shall be transmitted for approval through the various levels of review to the President or designee. Final authority for any appointment that confers tenure or for any appointment or promotion to the rank of Associate Professor or Professor cannot be delegated by the President.
6. After a negative decision by the President, candidates for promotion or tenure shall be notified by certified mail. Determination of the time limits for the period during which an appeal may be made shall be based on the date of the candidate's receipt of the President's letter.

G. Procedures Governing the Granting of Emerita/Emeritus Status

1. Associate Professors, Professors, Distinguished University Professors, Research Associate Professors, Research Professors, Senior Agents, Principal Agents, Librarians III, and Librarians IV who have been members of the faculty of the University of Maryland at College Park for ten or more years, and who give to their chair or dean proper written notice of their intention to retire, are eligible for nomination to emerita/emeritus status (see I.E.7 Emerita, Emeritus). Only in exceptional circumstances may Professors with fewer than ten years of service to the institution be recommended for emerita/emeritus status.
2. The decision whether or not to award emeritus standing shall be based primarily on the candidate's record of significant accomplishment in any of the three areas of (1) teaching and advisement, (2) research, scholarship, and creative activity, and (3) service.
3. If a faculty member gives notice of intention to retire before March 15, the first-level tenured faculty shall vote on emeritus standing within 45 days of the notice. If notice is given after March 15, the vote shall be taken no later than the 45th day of the following semester. The result of the vote shall be transmitted in writing to the candidate and to the administrator of the unit no later than ten days after the vote is taken. A faculty member who has not been informed of the decision concerning his or her emeritus standing within the time limits specified, shall be entitled to appeal the action as a negative decision in accordance with V.B.2.
4. The review committee of the first-level unit shall consist of all eligible members of the faculty. Eligible members of the faculty are all full-time

tenured associate and full professors, as appropriate, excluding the chair or dean. The vote of the entire eligible faculty shall be considered the recommendation of the faculty. The chair or dean shall submit a recommendation separately; the recommendation of the chair or dean shall be considered together with all relevant materials by administrators at higher levels.

5. An emeritus case shall go forward to the next level of review if the department chair's recommendation is positive or the faculty vote is at least fifty percent favorable.
6. The chair of the first-level committee shall prepare a written report, stating the committee's vote and recommendation on whether or not to award emeritus standing and explaining the basis for the faculty's recommendation insofar as that basis has been made known in the discussions taken place among the members of the committee. This letter will be forwarded to the chair or dean for his or her information and for forwarding to higher levels of review. Faculty participating in the unit's deliberations who wish to express a dissenting view are free to do so, and any such written statement shall be included in the materials sent forward to the next level of review.
7. The recommendation of the first-level administrator shall also be in writing. The administrator's recommendation shall be transmitted to the second-level of review and a copy shall be made available for review by any member of the faculty participating in the unit's review deliberations.
8. Second-level review of recommendations of emeritus standing shall be conducted by the appropriate dean. Second-level reviews of recommendations from non-departmentalized schools and colleges shall be conducted by the Provost. The second-level recommendation of the dean or the Provost, together with all other relevant materials, shall be transmitted to the President.
9. The President shall make the final decision on the award of emeritus standing.
10. Faculty members with ten or more years of service to the University who retired prior to the effective date of this policy and who have not been granted emeritus standing may apply to their departments for consideration as in Section IV.G.1.

H. Termination of Faculty Appointments for Cause

If a tenured or tenure-track faculty member whose appointment the campus administration seeks to terminate for cause requests a hearing by a hearing officer, the hearing officer shall be appointed by the President from a college or school other than that of the appointee, with the advice and consent of the faculty members of the Executive Committee of the Campus Senate. If the appointee requests a hearing by a faculty board of review, members of the board of review shall be appointed by the faculty members of the Executive Committee of the Campus Senate from among tenured Professors not involved in administrative duties.

V. THE APPEALS PROCESS

A. Appeals Committees

1. The President shall appoint an appeals committee. This committee shall consist of nine faculty members holding the rank of Professor, one from each of the eight large colleges (Agriculture and Natural Resources; Arts and Humanities; Behavioral and Social Sciences; Business; Computer, Mathematical and Physical Sciences; Education; Engineering; Chemical and Life Sciences) and one from among the five small colleges (Architecture, Planning, and Preservation; Health and Human Performance; Information Studies; Journalism; Public Policy). No small college shall be represented on the committee more frequently than once in every three terms. Candidates for the committee shall be solicited from the Deans of the Colleges and Schools, from the Senate Executive Committee, and from the faculty at large. No one serving in a full-time administrative position and no one who has participated in the promotion and tenure review process of the appellant shall serve on the campus appeals committee. Appointment to the campus appeals committee shall be for one year, and no one may serve two consecutive terms. Appeals committees shall elect their own chairs. The committee members must maintain absolute confidentiality in their consideration of cases.
2. Special appeals committees at the college, school or campus level shall be appointed by the dean, Provost or President in a manner consistent with the policies, bylaws, or practice of the respective unit.

B. Guidelines and Procedures for Appeals

1. Negative Promotion and/or Tenure Decisions
 - a. Mandatory and Non-Mandatory Reviews

When a candidate for promotion and/or tenure receives notification

from the President, dean or chair that promotion or tenure was not awarded, the candidate may appeal the decision by requesting that the President submit the matter to the Campus Appeals Committee for consideration. The request shall be in writing and be made within sixty (60) days of notification of the negative decision. If the request is granted, all papers to be filed in support of the appeal must be submitted to the Appeals Committee not later than one hundred and twenty (120) days after notification unless otherwise extended by the President because of circumstances reasonably beyond control of the candidate. In writing these appeals letters, the appellant should be aware that these letters serve as the evidentiary basis for investigations of the validity of the appeal and that, should the President accept the request and refer the appeal to the Campus Appeals Committee, these letters shall be shared by the Campus Appeals Committee with the parties against whom allegations are made and any other persons deemed necessary by the Committee for a determination of the issues.

b. Grounds for Appeal

The grounds for appeal of a negative promotion and tenure decision shall be limited to (1) violation of procedural due process, and/or (2) violation of substantive due process.

A decision may not be appealed on the ground that a different review committee, department chair, dean or Provost exercising sound academic judgment might, or would, have come to a different conclusion. An appeals committee will not substitute its academic judgment for the judgment of those in the review process.

Violation of procedural due process means that the decision was negatively influenced by a failure during the formal review for tenure and/or promotion by those in the review process to take a procedural step or to fulfill a procedural requirement established in relevant promotion and tenure review procedures of a department, school, college, campus or system. Procedural violations occurring prior to the review process are not a basis for an appeal and are dealt with under the provisions of paragraph 4 of the introduction to Section IV, Promotion, Tenure, and Emeritus Review.

Violation of substantive due process means that: (1) the decision

was based upon an illegal or constitutionally impermissible consideration; e.g. upon the candidate's gender, race, age, nationality, handicap, sexual orientation, or on the candidate's exercise of protected first amendment freedoms (e.g., freedom of speech); or (2) the decision was arbitrary or capricious, i.e., it was based on erroneous information or misinterpretation of information, or the decision was clearly inconsistent with the supporting materials.

c. Standard of Proof

An appeal shall not be granted unless the alleged grounds for appeal are demonstrated by a preponderance of the evidence.

d. Responsibilities and Powers of the Appeals Committee

1. The appeals committee shall notify the relevant administrators and APT chairs in writing of the grounds for the appeal and meet with them to discuss the issues.
2. The appeals committee shall meet with the appellant to discuss and clarify the issues raised in the appeal.
3. The appeals committee has investigative powers. The appeals committee may interview persons in the review process whom it believes to have information relevant to the appeal. Additionally, the Appeals Committee shall examine all documents related to the appellant's promotion or tenure review and may have access to such other departmental and college materials as it deems relevant to the case. Whenever the committee believes that a meeting could lead to a better understanding of the issues in the appeal, it shall meet with the appropriate party (with the appellant or with the relevant academic administrator and APT chair).
4. The Appeals Committee shall prepare a written report for the President. The report shall be based upon the weight of evidence before it. It shall include findings with respect to the grounds alleged on appeal, and, where appropriate, recommendations for corrective action. Such remedy may include the return of the matter back to the stage of the review process at which the error was made and action to eliminate any harmful effects it may have had on the full

and fair consideration of the case. No recommended remedy, however, may abrogate the principle of peer review.

5. The President shall attach great weight to the findings and recommendations of the committee. The decision of the President shall be final. The decision and the rationale shall be transmitted to the appellant, the department chair, dean, chair(s) of the relevant APT committee(s) and Provost in writing.

e. Implementation of the President's Decision

1. When the President supports the grounds for an appeal, the Provost has the responsibility for oversight of the implementation of the corrective actions the President requires to be taken. Within 30 days of receipt of the President's letter, the Provost shall request the administrator involved to formulate a plan and a timeline for implementing and monitoring the corrective actions. Within 30 days after receipt of this letter, the administrator must supply a written reply. The Provost may require modification of the plan before approving it.
2. The Provost shall appoint a Provost's Representative to participate in all stages of the implementation of the corrective actions specified in the approved plan for the re-review, including participation in the meeting or meetings at which the academic unit discusses, reviews, or votes on its recommendation for tenure and/or promotion for the appellant. The Provost's Representative shall participate in these activities but does not have a vote. After the academic unit completes its review, the Provost's Representative shall prepare a report on all of the elements of corrective action specified in the approved plan and this report will be included with the complete dossier to be reviewed at higher levels within the University. The Provost's Representative shall be a senior member of the faculty with no previous or potential involvement at any level of review or appeal pertaining to the consideration of the appellant for tenure and/or promotion except for the participation as Provost's Representative as defined in this paragraph.

3. The Provost's request and the administrator's approved plan of implementation must be included in the dossier from the inception of the review. Re-reviews begin at the level of review at which the violation(s) of due process occurred and evaluate the person's record at the time the initial review occurred unless otherwise specified by the President. The administrator at the level at which the errors occurred, in addition to evaluating the candidate for promotion, must certify that each of the corrective actions has been taken and describe how the actions have been implemented. Re-reviews must proceed through all levels of evaluation including Presidential review. The Provost's review of the dossier will include an evaluation of compliance with the requirements imposed in the President's decision to grant the appeal. If the Provost discovers a serious failure by the unit to comply with the corrective actions required, the Provost shall formulate and implement a new plan for corrective action with respect to the appellant. In addition, the Provost shall inform (in writing) the administrator of the unit where the failure arose and the Provost shall take appropriate disciplinary action.

f. Extension of Contract

In the event that the appellant's contract of employment will have terminated before reconsideration can be completed, the appellant may request the President to extend the contract for one additional year beyond the date of its normal termination, with the understanding that the extension does not in itself produce a claim to tenure through length of service.

2. Decision Not to Review

If a faculty member requests his or her first level academic unit to undertake a review for his or her promotion or early recommendation for tenure, and the academic unit decides not to undertake the review or fails to transmit a recommendation by the date announced for transmittals, as specified in IV.F.2, above, the faculty member may appeal to the dean (if in a department) or to the Provost (if in a non-departmentalized school or college) requesting the formation of a special appeals committee to consider the matter. The request shall be made in writing. It shall be made promptly, and in no case later than thirty (30) days following written notification of the decision of the first-level academic unit.

If the dean or Provost determines not to form a special appeals committee, the faculty member may appeal to the Provost (if the decision was the dean's) or to the President (if the decision was the Provost's) requesting formation of the special appeals committee. Request shall be made in writing. It shall be made promptly, and in no case no later than thirty (30) days following written notification of the decision of the dean or Provost.

The grounds for appeal and the burden of proof shall, in all instances, be the same as set forth in V.B.1.b and c, above. A committee shall not substitute its academic judgment for that of the first-level unit. The responsibility of a special appeals committee shall be to prepare findings and recommendations. The committee may, for example, recommend that the dean or Provost extend the deadline for transmitting a recommendation and instruct the first-level unit to forward supporting documents as expeditiously as possible. A decision by a dean or the Provost, upon receiving the findings and recommendations of a special appeals committee, shall be final. A decision by the President shall be final.

3. Decision Not to Renew

When, prior to the mandatory promotion and tenure decision, an untenured tenure-track faculty member receives notification that his or her appointment will not be renewed by the first-level unit, he or she may appeal the decision in the manner described in V.B.1.a above.

4. Emeritus Standing

An unsuccessful candidate for emeritus standing may appeal the decision in the manner described in V.B.1. above.



**University Senate
CHARGE**

Date:	October 28, 2011
To:	Charles Fenster Chair, Faculty Affairs Committee
From:	Eric Kasischke Chair, University Senate 
Subject:	Activation of the USM Clinical Faculty Titles
Senate Document #:	11-12-20
Deadline:	February 10, 2012

The Senate Executive Committee (SEC) requests that the Faculty Affairs Committee review the attached proposal entitled, "Activation of the USM Clinical Faculty Titles."

The University System of Maryland (USM) Policy on Appointment, Rank, and Tenure of Faculty (II-1.00) includes a section on faculty engaged in clinical teaching. Our campus currently has faculty in at least six colleges who fulfill the requirements of the clinical faculty titles as defined in the USM policy. The SEC requests that the Faculty Affairs Committee review whether University of Maryland-College Park should activate these titles on our campus.

Specifically, we ask that you:

1. Review the USM Policy on Appointment, Rank, and Tenure of Faculty (II-1.00).
2. Consult with the University's Office of Faculty Affairs on the impact of these new titles on our faculty.
3. Review whether our peer institutions have instituted similar clinical titles.
4. Consult with the University's Office of Legal Affairs.
5. If appropriate, recommend whether the University of Maryland Policy on Appointment, Promotion, and Tenure of Faculty II-1.00(A) should be revised to include clinical faculty titles.

We ask that you submit your report and recommendations to the Senate Office no later than February 10, 2012. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.



University Senate PROPOSAL FORM

Name:	Ann Wylie
Date:	October 25, 2011
Title of Proposal:	ACTIVATION OF THE USM CLINICAL FACULTY TITLES
Phone Number:	x-56814
Email Address:	juan@umd.edu
Campus Address:	1119 Main Administration, College Park, MD 20742
Unit/Department/College:	Office of the Senior Vice President and Provost
Constituency (faculty, staff, undergraduate, graduate):	Instructional non-tenure-track Faculty
Description of issue/concern/policy in question:	<p>The USM POLICY ON APPOINTMENT, RANK, AND TENURE OF FACULTY, on section IIC (FACULTY RANKS), includes a section (4) on FACULTY ENGAGED EXCLUSIVELY OR PRIMARILY IN CLINICAL TEACHING. UMD does not have such titles presently activated, even though it currently employs expert practitioners whose primary focus is teaching, supervising, and mentoring students in practical environments in at least six colleges. The present request, with the unanimous approval of the Council of Deans, is to activate the USM titles as soon as the University Senate approves this policy change. Specifically the titles in question are 4 e (Clinical Assistant Professor), 4f (Clinical Associate Professor) and 4g (Clinical Professor). No other titles would be activated.</p>
Description of action/changes you would like to see implemented and why:	<p>Since the University does not use the clinical faculty title, concerns have been expressed by various deans that the range of available titles hinders the recruitment and retention of faculty who might warrant such a title. There are currently individuals who are, in effect, carrying out the functions of Clinical Professors without suitable recognition of their status, qualifications, and activities or the opportunity for career development – using inappropriate titles at this point in time. The importance of increasing connections between the University and highly regarded community professionals is also recognized as having value to the institution. Schools or colleges that have already conveyed a desire to utilize the title series are Architecture, Planning, and Preservation; Education; Public Policy; Behavioral and Social Sciences; Public Health; and Business, and no college has expressed opposition to the title.</p>

<p>Suggestions for how your proposal could be put into practice:</p>	<p>Once the titles are activated, Clinical appointments would be 0-100% appointments, paid or unpaid. Departments, schools, and colleges using this title should determine criteria for appointment and promotion and develop a formalized process for review. Initial appointments to these non-tenure-track positions may be for up to three years, with reappointment up to five years being possible. Appointments and promotions should require the sort of process involved in Research Professorships, which is centered at the unit level with oversight from the Dean. At a minimum, this must include the development of a dossier, a meeting of the department's professorial faculty and the clinical faculty at or above the rank the faculty member is seeking, and a meeting of the college APT committee. The final decision should be made by the Dean (Provost in the case of non-departmentalized colleges). The dossier should include a current CV, external references, teaching and mentoring documentation (if possible and relevant), an evaluative report from department faculty, the chair's letter, and the college APT committee report. Clinical faculty may request promotion after five years in rank. Grievance procedures should also be in place.</p>
<p>Additional Information:</p>	<p>Clinical Professors at all ranks must hold the terminal professional degree in their field, any required licensure or certification, and training or experience in an area of specialization. Evidence of ability in clinical practice and teaching should be required, ranging from "potential" at the Clinical Assistant Professor level to "a degree of excellence sufficient to establish an outstanding regional and national reputation among colleagues" for Clinical Professor rank. Similarly, documentation of scholarly or administrative accomplishments should always be expected. Naturally, also, the level and degree of accomplishment should increase with higher ranks.</p>

Please send your completed form and any supporting documents to senate-admin@umd.edu or University of Maryland Senate Office, 1100 Marie Mount Hall.