

To: University Senate

From: Reka Montfort, Executive Secretary and Director

Re: Information of the Senate Meeting Scheduled for April 21, 2011

For the scheduled Senate meeting of April 21, 2011 69 voting Senators were required for a quorum. 66 voting Senators were present.

Senate Chair Mabbs announced that the Senate lacked a quorum. Thus, she could not call the meeting to order, and no actions could be taken. However, she explained that she would go ahead and give her report because it was an informational item.

Report of the Chair

Committee Volunteer Period

Mabbs explained that the volunteer period for Senate standing committees was now open. She encouraged the campus community and especially faculty to volunteer to serve on a committee by going to www.senate.umd.edu. The deadline to volunteer is April 22, 2011.

Plus/Minus Grading

Mabbs explained that the Academic Procedures & Standards (APAS) Committee was charged with reviewing the Plus/Minus Grading Policy. The Committee clarified that a policy to include plus/minus grading into the Grade Point Average (GPA) calculation had already been approved by the Senate and President in 2005. However, implementation of the policy was delayed. The APAS Committee has now asked the Provost's Office to develop an implementation plan for the policy. The Senate Executive Committee (SEC) has requested that the Provost present this implementation plan to the APAS Committee by November 1, 2011.

Remaining Senate Meeting

Mabbs reminded the Senate that this was the last business meeting for any outgoing senators. She thanked them for their service and commitment to the Senate. Mabbs also explained that the last meeting of the semester would be held on May 4, 2011. This meeting is considered the transition meeting at which time Eric Kasischke will take over as Senate Chair and the Senate will vote for its next chair-elect and elected committees. The names of candidates running for the various committees and their candidacy statements have been distributed and posted on the Senate website.

Board of Regents Study

Mabbs confirmed that a study to consider a merger of the University of Maryland College Park with the University of Maryland Baltimore was approved by the Maryland State Assembly. The Board of Regents (BOR) has been charged with conducting the study and reporting back by December 2011. However, we will have no information as to how the study will be conducted until the BOR meets in June 2011. Therefore, Chair Mabbs and President Loh have agreed to postpone discussion of the possible merger with the Senate until there is more information about the study. It is expected that this discussion will take place at the first Senate meeting of the fall semester.

Budget Update

Mabbs stated that the University System of Maryland (USM) budget was cut by .4%. The University of Maryland College Park's share of that cut is approximately \$1.6M. However, Mabbs clarified that the State of Maryland has sent us a flat budget, which does not fund mandatory cost increases. This includes a 57% increase in mandatory health benefits totaling approximately \$15M. Therefore, it is more accurate to state that the University of Maryland College Park current services budget is underfunded by \$16.6M. The University has been and will continue to protect jobs but this decrease in funding will provide little flexibility in our current budget.

Facilities Master Plan

Mabbs explained that the Draft Facilities Master Plan was presented to the SEC earlier that day. She explained that the steering committee has held numerous open forums on campus and in College Park to solicit feedback on the Plan. The SEC has approved placement of the Draft Plan on the May 4, 2011 Senate agenda. This will allow for the Senate to provide feedback before the second draft is written. It is anticipated that the second draft will be available for comment on the Facilities website by May 9. We anticipate that the final version of the Facilities Master Plan will be presented to the Senate in September 2011.

Campus Safety Report 2011 (Senate Doc. No. 10-11-50) (Information)

Mabbs explained that the Campus Safety Report was provided to the Senate by the Campus Affairs Committee as an informational item.

April 27, 2011

MEMORANDUM

TO: University Senate Members

FROM: Linda Mabbs
Chair of the University Senate

SUBJECT: University Senate Meeting on Wednesday, May 4, 2011

The next meeting of the University Senate will be held on Wednesday, May 4, 2011. The meeting will convene at **3:15 p.m.**, in the **Atrium of the Stamp Student Union**. If you are unable to attend, please contact the Senate 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 7, 2011, Senate Minutes (Action)
4. Report of the Outgoing Chair, Linda Mabbs
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. Proposal to Review the Practice of Scanning License Plates (Senate Doc. No. 10-11-54) (Information)

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

7. PCC Proposal to Establish an Area of Concentration in Graphic Design within the Bachelor's Program in Studio Art (Senate Doc. No. 10-11-52) (Action)
8. Revisions to the Policy and Procedures for Non-Creditable Sick Leave for Faculty Members (Senate Doc. No. 10-11-37) (Action)
9. Faculty Affairs Committee Report on Amendment to the UMCP Policy on Sabbatical Leave for Faculty (Senate Doc. No. 10-11-54) (Action)
10. Transition of the Senate CORE Committee (Senate Doc. No. 10-11-13) (Action)
11. Review of the Family Care Resource and Referral Service (Senate Doc. No. 10-11-19) (Action)
12. Revisions to the Policy for Class Excuses from the Health Center (Senate Doc. No. 10-11-51) (Action)
13. Special Order
Discussion of the Draft Facilities Master Plan Update
Frank Brewer, Interim Vice President for Administrative Affairs
14. New Business
15. Adjournment

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

University Senate

April 7, 2011

Members Present

Members present at the meeting: 92

Call to Order

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

Approval of the Minutes

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

Report of the Chair

Committee Volunteer Period

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

Remaining Senate Meeting

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

CUSF Exec Committee/System Senate Chairs Meeting

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

UMB/UMCP Merger

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

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

Committee Reports

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

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

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

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

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

Mabbs opened the floor to discussion of the proposal.

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

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

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

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

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

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

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

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

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

Mabbs opened the floor to discussion of the proposal.

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

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

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

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

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

Mabbs opened the floor to discussion of the proposal.

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

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

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

Gullickson asked if we could petition for phased retirement?

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

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

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

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

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

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

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

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

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

Mabbs opened the floor to discussion of the proposal.

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

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

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

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

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

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

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

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

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

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

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

Unfinished Business

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

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

Senate Executive Committee (SEC) Procedural Motion

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

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

Discussion of the Proposal

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

New Business

Mabbs opened the floor to new business.

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

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

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

Adjournment

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



University Senate TRANSMITTAL FORM

Senate Document #:	09-10-48
PCC ID #:	N/A
Title:	Transition Meeting Slate 2011
Presenter:	Tim Hackman, Chair of the Nominations Committee
Date of SEC Review:	April 8, 2011
Date of Senate Review:	May 4, 2011
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 2011-2012 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 4, 2011 Transition Meeting of the University Senate.
Committee Work:	<p>The 2010-2011 Senate Nominations Committee was elected by the Senate on December 8, 2010. The Nominations Committee began recruitment efforts in January 2011. 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 three separate occasions: January 27, 2011, February 22, 2011, and March 17, 2011.</p> <p>Members of the 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 April 1, 2011. The Chair of the Nominations Committee will secure candidates for the remaining three</p>

	vacancies prior to the election at the Transition Meeting on May 4, 2011.
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: <i>(*Important for PCC Items)</i>	Senate Election, President Approval

Slate of Candidates for the Senate Executive Committee, 2011-2012 Election

Submitted by the Senate Nominations Committee

Faculty Senator Nominees (Seven will be Elected)

- Frank Alt Robert H. Smith School of Business
- Charles Fenster College of Computer, Mathematical, and Natural Sciences
- Kenneth Fleischmann College of Information Studies
- Gay Gullickson College of Arts and Humanities
- Steven Heston Robert H. Smith School of Business
- Daniel Lathrop College of Computer, Mathematical, and Natural Sciences
- Mark Leone College of Behavioral and Social Sciences
- Donald Milton School of Public Health
- Vincent Novara University Libraries
- Carol Rogers Philip Merrill College of Journalism
- Steven Rolston College of Computer, Mathematical, and Natural Sciences
- Ellin Scholnick Office of the President
- Elisabeth Smela A. James Clark School of Engineering
- Martha Nell Smith College of Arts and Humanities

Exempt Staff Senator Nominees (One will be Elected)

- Jay Elvove Office of Information Technology
- Steven Petkas Division of Student Affairs

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

- Denise Best College of Arts and Humanities
- Gloria Coates Division of Administrative Affairs
- Cliffonia Royals Howard College of Arts and Humanities

Graduate Student Senator Nominees (One will be Elected)

- Jason Ethridge College of Arts and Humanities
- Andrea Goltz College of Information Studies
- Joshua Hiscock College of Education
- Carl Morrow College of Education
- Dror Yuravlivker College of Behavioral and Social Sciences

Undergraduate Student Senator Nominees (Two will be Elected)

- Orsam Ahmed School of Public Health
- Vas Blagodarskiy Letters and Sciences
- Jeff Calderon College of Computer, Mathematical, and Natural Sciences
- Rachel Ellis Robert H. Smith School of Business
- Kevin LaCherra College of Behavioral and Social Sciences
- Alex Miletich College of Arts and Humanities
- Evan Ponchick Robert H. Smith School of Business

Slate of Candidates for the 2011-2012 Senate-Elected Councils and Committees

Submitted by the Senate Nominations Committee

Athletic Council Slate 2011-2012

Faculty Representative Nominees (Three will be Elected)

- Robert Dooling College of Behavioral and Social Sciences
- Mary Ann Hoffman College of Education
- Brian Johnson College of Behavioral and Social Sciences
- Maryann McDermott Jones College of Computer, Mathematical, and Natural Sciences
- Linda Mabbs College of Arts and Humanities
- Robin Sawyer School of Public Health

Staff Representative Nominees (One will be Elected)

- Denise Best College of Arts and Humanities
 - Jay Gilchrist Division of Student Affairs
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Council of University System Faculty (CUSF) Slate 2011-2012

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

- Kenneth Holum College of Arts and Humanities
- William Montgomery College of Arts and Humanities
- William Taft Stuart College of Behavioral and Social Sciences

Faculty Alternate Representative Nominees (Two will be Elected)

- Bonnie Dorr College of Computer, Mathematical, and Natural Sciences
 - Linda Mabbs College of Arts and Humanities
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Campus Transportation Advisory Committee (CTAC) Slate 2011-2012

Faculty Representative Nominees (One will be Elected)

- Stephen Henry University Libraries

Staff Representative Nominees (Two will be Elected)

- Jamie Carrigan College of Computer, Mathematical, and Natural Sciences
- Cynthia Shaw Office of Undergraduate Studies

Undergraduate Representative Nominees (One will be Elected)

- Kristen King College of Education
- Seda Tolu College of Computer, Mathematical, and Natural Sciences

Candidacy Statements for the Chair-Elect 2011-2012 Election

Chair-Elect 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 six dozen dissertation committees. I am a four time recipient of the Smith School's Krowe Award for Teaching Excellence, a recipient of the Distinguished IBM-TQ Teaching Award and was named a faculty mentor in The Merrill Presidential Scholars Program.

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.

In the Smith Business School, I have served as Ph.D. Director for 4.5 years and Chair of its Graduate Committee for 5 years. 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, served as Vice-Chair for 3 years and currently serve as Chair. I was a committee member on the 2009 State Plan for Postsecondary Education and twice testified in Annapolis in favor of the textbook affordability law.

May 2011 marks the beginning of my third term on the Senate. 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 enjoys the enviable position of advising President Loh on a wide range of issues concerning this campus and its community. The outcomes of searches for senior level administrators, including that of the Senior Vice President and Provost, will greatly influence the direction of this campus, as will the possible merger between our flagship campus and UMD at Baltimore. This is indeed a very exciting and challenging period for this campus and one in which the Senate can play a key role by being an advisory body to President Loh.

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.

I was both pleased and humbled to be asked to run for Chair-Elect. I believe that my active participation at the department, school, campus, system and state levels provides me with a wide range of diverse experience if I am elected Chair. I welcome and appreciate your support.

Martha Nell Smith – Professor, College of Arts and Humanities

Considering citizenship one of the most important qualities of a university professor, Martha Nell Smith has been active in faculty governance since arriving on the University of Maryland campus in 1986, serving in various administrative capacities and also on a wide range of department, college, and university committees (including search committees for Provost and Vice President for Academic Affairs, Vice President and Chief Information Officer, Dean of the College of Information Studies). At present she chairs the University Library Council and serves on the Senate Executive Committee.

Smith is Professor of English and Founding Director of the Maryland Institute for Technology in the Humanities (MITH <<http://www.mith.umd.edu>>) at the University of Maryland; Smith is also Affiliate Professor of Women's Studies, LGBT Studies, American Studies, Theatre, the Consortium on Race, Gender, Ethnicity (CRGE), and the Human-Computer Interaction Lab (HCIL). Her numerous print publications include five books, three of them award-winning—*Emily Dickinson, A User's Guide* (January 2012); *Companion to Emily Dickinson* (2008), coedited with Mary Loeffelholz; *Open Me Carefully: Emily Dickinson's Intimate Letters to Susan Dickinson* (1998), coauthored with Ellen Louise Hart; *Comic Power in Emily Dickinson* (1993), coauthored with Cristanne Miller and Suzanne Juhasz; *Rowing in Eden: Rereading Emily Dickinson* (1992)—and scores of articles and essays in *American Literature*, *Studies in the Literary Imagination*, *South Atlantic Quarterly*, *Women's Studies Quarterly*, *Profils Americains*, *San Jose Studies*, *The Emily Dickinson Journal*, *ESQ*, and *A Companion to Digital Humanities*. The recipient of numerous awards from the National Endowment for the Humanities (NEH), the American Council of Learned Societies (ACLS), the Mellon Foundation, and the Fund for the Improvement of Postsecondary Education (FIPSE) for her work on Dickinson, American literary history, and in new media, Smith is also Coordinator and Executive Editor of the *Dickinson Electronic Archives* projects at the Institute for Advanced Technology in the Humanities (IATH) at the University of Virginia <<http://emilydickinson.org>>. With Lara Vetter, Smith co-edited *Emily Dickinson's Correspondence: A Born-Digital Textual Inquiry* (2008) published by Rotunda New Digital Scholarship, University of Virginia Press. With teams at the University of Illinois, University of Virginia, University of Nebraska, University of Alberta, and Northwestern University, Smith has worked on two interrelated Mellon-sponsored data mining and visualization initiative, NORA <<http://www.noraproject.org>> and MONK (Metadata Offer New Knowledge) <<http://www.monkproject.org/>>. Smith also serves on the editorial board and steering committee of NINES (Networked Interface for Nineteenth-Century Electronic Scholarship; <<http://www.nines.org/>>), is on numerous advisory boards of digital literary projects such as *The Poetess Archive* <<http://www.orgs.muohio.edu/womenpoets/poetess/>>, *Digital Dickens*, and the *Melville Electronic Library* (MEL), serves on a number of editorial boards (such as *The Emily Dickinson Journal* and *Textual Cultures*), and is a founding board member of C19: The Society of Nineteenth-Century Americanists. A leader in innovations in academic publishing, Smith served on the Executive Council of the Association for Computers in the Humanities (2001-2004), and co-chaired the Modern Language Association (MLA)'s Committee on Scholarly Editions (CSE, 2004-2008). For outstanding scholarly achievement and innovative leadership in which diversity inheres in any definition of excellence, Livingston College at Rutgers University awarded Smith its Distinguished Alumni Award in 2009, the highest honor that the college bestows upon its former students. Smith has also been named a Distinguished Scholar-Teacher at the University of Maryland, 2010-2011, as well as an ADVANCE Professor early in 2011 (the ADVANCE Program fosters a culture of inclusive excellence).

Smith would welcome the opportunity to serve as Chair-Elect and would advocate for stronger faculty governance, for even more effective lobbying of state government on behalf of the university, and for deeper and richer interdisciplinary collaborations. Smith repeatedly makes the case for investing in higher education to the public-at-large and her work has been featured in publications such as *The New York Times* and the *The Los Angeles Times*. At UM she enthusiastically participates in programs addressing educational concerns of national, state, and local import such as the *Diversity, Democracy, and Higher Education* colloquy on April 11th (<<http://www.provost.umd.edu/diversity/>>). A version of "The Humanities Are Not a Luxury: A Manifesto for the 21st Century," her Distinguished Scholar-Teacher lecture, has just been published in *Liberal Education*, and an extended version that argues for investing in all areas of postsecondary education will be published in book form by Wiley-Blackwell in early 2012. These trying times can be ones of opportunity and advancement, and she is keen to continue serving and working with her colleagues across the university in making them so.

Candidacy Statements for the Senate Executive Committee (SEC) 2011-2012 Election

Faculty Senator Nominees

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

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As a member of the Executive Committee, I intend 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 all members of the campus community can bring matters of concern to the Senate.

I am pleased to be nominated to the Executive Committee, and I welcome and appreciate your support.

Charles Fenster – Professor, College of Computer, Mathematical, and Natural Sciences

High school diploma: Stuyvesant (NYC); BA: Amherst College; PhD: University of Chicago. Prior to coming to UMD in 1989 I was a postdoc at the University of Toronto, and since then have spent my sabbaticals at University of Edinburgh and the Chinese Academy of Sciences. I also had a two year leave of absence (1999-2001) as a Professor at the Norwegian Science and Technical University (NTNU) in Trondheim. I have taught numerous undergraduate courses at UMD, at the introductory and advanced levels as well as graduate courses, all focused on evolution and or genetics. I have involved > 40 undergraduates in my research, mostly through NSF REU programs.

My most important service to campus has been as graduate director of the interdepartmental graduate program in Behavior, Ecology, Evolution and Systematics (BEES). I direct the program as transparently as possible, trying to gain consensus on graduate recruitment, and the way the program allocates its budget. At the national level, I have just stepped down from three years as the executive vice president of an academic and professional society, Society for the Study of Evolution (SSE). At SSE I was the chief financial officer, responsible for overseeing our

endowment, preparing financial reports and leading a number of executive councils in important publishing and reorganization endeavors. I am currently on the board of directors for the American Institute of Biological Sciences (AIBS). I wish to emphasize that I have found the construction of goals and the implementation of missions a very satisfying intellectual pursuit. Furthermore, I have found that generally council decisions are made by consensus, with differences being hammered out into constructive options in a civil manner. Thus it would be a privilege for me to have the opportunity to work with the senate executive committee to facilitate the activities of the faculty senate.

Kenneth Fleischmann – Associate Professor, College of Information Studies

Ken Fleischmann is an Associate Professor in the College of Information Studies at the University of Maryland. He has a highly interdisciplinary background, with undergraduate majors in computer science and anthropology from Case Western Reserve University and masters and doctoral degrees in the interdisciplinary field of science and technology studies from Rensselaer Polytechnic Institute. His research has been funded by seven grants and fellowships from the National Science Foundation, and his research has published in journals such as *Communications of the ACM*, *Computer*, *Journal of the American Society for Information Science and Technology*, *Educational Technology & Society*, *Telecommunications Policy*, and *Biosecurity and Bioterrorism*. He serves on the Editorial Boards of *The Information Society* and *Library Quarterly*, and in 2010-2011 he has served on the program committees of the Annual Meeting of the American Society for Information Science and Technology, Library Research Seminar V, the Workshop on Ethics in Computer Security Research, and the International Conference on Social Computing and Behavioral Modeling.

His research focuses on the ethical implications of the role that values such as transparency can play in the design and use of information technology. His intellectual commitment to ethics, values, and transparency spans his research, teaching, and service. He created the first courses in information ethics at the graduate and undergraduate levels at Maryland's iSchool, including creating and teaching a new I-Series course, *The Ethics of Information Technology in a Multicultural World*. In these courses, he covers ethical theories from across time and across the globe, including expanding the range of ethical theories to include non-Western (Confucianism, Buddhism, Hinduism, Islam, Ubuntu) and feminist (ethics of care, standpoint epistemology) perspectives. Also, in these courses he uses an educational simulation that he developed through funding from NSF. He has served his College as Doctoral Program Director, Equity Officer, Library Liaison, Undergraduate Committee Chair, and as a member of the Programs, Curricula, and Courses Committee and the College Council. He has also served the University by serving on the University Senate, the Office of Undergraduate Studies' First Year Book Committee, and the Graduate School's Task Force on Responsible Conduct of Research and Scholarly Integrity.

Gay Gullickson – Professor, College of Arts and Humanities

I have graduate degrees in religion and history from Yale and the University of North Carolina, and have been a member of the University of Maryland history department since 1982. My research and teaching are in the field of European women's history. I am chair of the President's Commission on Disability Issues and serve on the Architectural Design Standards Board and the University Senate, as well as on a variety of committees in the history department. The issues that I think will be most important to the Senate, and which I would like to address next year, are 1) the effect of the proposed merger of UMCP and UMB on shared governance and on our University Senate; 2) the effect of continuing budget cuts on the University; and 3) the place of the humanities and the liberal arts in undergraduate and graduate education.

Steven Heston – Associate Professor, Robert H. Smith School of Business

I have been a ladder-track finance professor at various business schools since 1989 (with a four-year intermission on Wall Street), and at the University of Maryland since 2002. My research involves mathematical option models and econometric testing of investment theories. I am a first-year faculty senator. I am also University of Maryland alum (B.S. in Math and Economics, 1983).

I have no particular agenda. My bias is to support strong discipline-based research and teaching programs and to give different schools flexibility and autonomy.

Daniel Lathrop – Professor, College of Computer, Mathematical, and Natural Sciences

Dr. Lathrop is a Professor of Physics and Geology. He is part of the Nonlinear Dynamics and Chaos group; his research focuses on turbulent fluid flows, geomagnetism, and superfluid helium experiments. Dr. Lathrop received a B.A. in physics from the University of California at Berkeley in 1987, and a Ph.D. in physics from the University of Texas at Austin in 1991. He served at Yale University as a postdoctoral fellow, research affiliate, and lecturer, and at Emory University as Assistant Professor. He joined the University of Maryland in 1997, the year he received a Presidential Early Career Award from the NSF. In 2005, he was elected a Fellow of the American Physical Society. Dr. Lathrop is currently Director of the Institute for Research in Electronics and Applied Physics (IREAP), a large cross-disciplinary institute spanning engineering and the physical sciences. In addition, he is an I-Series and Marquee lecturer in the course “Physics for Decision Makers: Global Energy Crisis,” that emphasizes knowledge needed by future business leaders and policy makers on energy issues. As an example of his on-campus service, Dr. Lathrop gives lectures to young researchers on proposal planning and preparation. In addition, he is devoting considerable time to building better ties between campus and nearby federal partners. These efforts have recently resulted in \$30M in new funding to campus from NIST.

Mark Leone – Professor, College of Behavioral and Social Sciences

Mark P. Leone is professor in the Department of Anthropology. He is an archaeologist who has taught at UMCP since 1976. Leone is best known professionally for founding Archaeology in Annapolis where he has excavated over 40 archaeological sites since 1981. This archaeological project was the first in the nation to open excavations to the public, free.

Leone was Chair of the University Senate in 2000. He was also Chair of the Department of Anthropology for 10 years, beginning in 1993. He has a strong interest in faculty governance and has worked hard to promote staff interests, better benefits for all University employees, and stronger efforts on behalf of University lobbying, particularly on Capitol Hill. His strongest commitment is in sustaining and enhancing faculty and staff salaries.

Donald Milton – Professor, School of Public Health

I earned a bachelor’s degree in chemistry from UMBC, a doctorate in medicine from The Johns Hopkins University, and a doctorate in public health from Harvard University. Prior to joining the faculty of the University of Maryland School of Public Health in 2009, I was a member of the faculty in the University of Massachusetts Lowell School of Health and Environment, and before that the faculty of the Harvard School of Public Health. Over the years I’ve taught toxicology, aerobiology, and respiratory epidemiology and physiology at the graduate level. NIH and CDC grants and contracts fund my research on asthma, airborne infection transmission, and exhaled breath analysis. I am currently serving on the UMCP IRB. It is very exciting to be part of building the new School of Public Health here at Maryland. By serving on the executive committee, I hope to help integrate the School’s new academic units and faculty into the larger University. As a member of the committee, I will bring a perspective from the inherently interdisciplinary field of environmental public health, and experience from nineteen years of being a full-time faculty member at other universities.

Vincent Novara – Librarian II, University Libraries

I am honored to accept the nomination from my peers to run for the Senate Executive Committee. In 2005, I was appointed to the Libraries' faculty as a curator in the Michelle Smith Performing Arts Library. For the Libraries I have served my colleagues on numerous committees in support of 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 the implementation of policies, and serves as a conduit to the Libraries' administration regarding shared-governance.

I have been at the university for eighteen years in various roles, including undergraduate transfer student, graduate student, contractual archivist, permanent staff, and currently as in a 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 have attracted 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. I believe my experience at the university defines an ideal candidate for the Senate Executive Committee, and I look forward to serving the campus community in that capacity.

Carol Rogers – Professor of the Practice, Philip Merrill College of Journalism

I have been a member of the University of Maryland community since fall 1990, when I came to campus on a University Fellowship to get my Ph.D. During more than 20 years, I have experienced the University from a number of different vantage points: doctoral student, teaching assistant, Ph.D. alumna, part-time and full-time lecturer, 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 during the current academic year, and on the CORE Committee, which is drafting the charge for the new committee that will have oversight of the University's transformative undergraduate curriculum. Within the Merrill College of Journalism, I have been regularly elected to the Faculty Advisory Committee and I was a member of the committee that drafted the College's Plan of Organization. I have also taught in the Honors Program and in College Park Scholars and at all academic levels and have served on numerous dissertation and thesis committees. I believe the breadth of my experience will enable me to be an effective member of the Senate Executive Committee and I would welcome having the opportunity.

Steven Rolston – Professor, College of Computer, Mathematical, and Natural Sciences

I received a B.S. in Physics from Wesleyan University and a Ph.D. in Physics from SUNY Stony Brook. After 15 years as a research scientist at the National Institute of Standards and Technology, I joined the University as a Professor in the Physics Department in 2003. My research is in experimental atomic physics, focusing on using ultracold atoms to explore fundamental problems in atomic, plasma, and condensed-matter physics. As a faculty member, I served for three years as the Associate Chair for Facilities and Personnel in the Physics Department, and am currently the UMD co-Director of the Joint Quantum Institute, a major collaboration between the University and NIST. I have served on the Facilities Advisory Committee, and have been deeply involved in the scientific and technical issues associated with the Purple Line as a member of the Purple Line Working Group. I am a member of the Physical Science Complex Planning Committee, and have worked with FM on this building project from its inception, as well as on multiple renovation projects on campus. I co-developed a Marquee course targeted to non-science majors on issues of climate change and energy, and am a Marquee Professor of Science and Technology. Coming from a liberal arts undergraduate experience, I understand the importance of maintaining a

complete educational experience, while nurturing and supporting the needs and goals of a major research institution.

Ellin Scholnick – Professor Emerita & Faculty Ombudsperson, Office of the President

The Senate (and particularly the Senate Executive Committee) is the prime vehicle for examination of concerns that shape the direction of the university. It is a core embodiment of shared governance and I would consider it a privilege to be able to participate in its deliberations. I might provide a unique perspective on shared governance, having served as both a faculty member and an administrator. I am currently Professor Emerita in Psychology and Faculty Ombudsperson. I have been deeply involved with the Senate. I have served as a senator representing the Psychology Department and, as a former Associate Provost for Faculty Affairs, I have been a member of the Senate Executive Committee. My experience has enabled me to see what the Senate can accomplish. I have been a member of committees and taskforces that have generated policies dealing with merit pay, mentoring, appointment, promotion and tenure, and a host of family friendly policies such as delay of the tenure clock. The ombuds position is also a lens for evaluating the impact of policies passed by the Senate and locating where they might need fine tuning. Moreover, the pattern of issues that faculty bring to the ombuds provides insight into neglected areas and populations, such as the work conditions of research faculty and the process of making a transition into retirement.

Elisabeth Smela – Associate Professor, A. James Clark School of Engineering

Elisabeth Smela is currently serving on the Senate Executive Committee and is a candidate for a second year.

Dr. Smela is an Associate Professor in the Department of Mechanical Engineering, an affiliate faculty member with the Department of Electrical and Computer Engineering, and a member of the Graduate Program of the Department of BioEngineering. Prior to 2000, she was Vice President of Research and Development at the start-up company Santa Fe Science and Technology. Her expertise is in micro-electro-mechanical systems (MEMS) and electroactive polymers. She has published in numerous high-impact journals, including three papers in Science. She receives funding from the NSF, the Air Force Office of Scientific Research, the Army Research Office, and the Defense Advanced Research Projects Agency, among others. She is the recipient of NSF's Presidential Early Career Award for Scientists and Engineers (PECASE), the Clark School's Kent Junior Faculty Teaching Award, the Office of Technology Commercialization's Outstanding Invention of 2004, the DuPont Young Professor Award, and the Pi Tau Sigma (Mechanical Engineering Honor Society) Purple Camshaft teaching award. She has graduated 4 Ph.D. students and five M.S. students, and she has supervised nearly 30 undergraduate students in her laboratory.

Her commitment to her department, college, university, and the larger research community is demonstrated by her record of service and education. Since joining the University of Maryland, she has participation in numerous departmental committees (including the Mechanical Engineering Self-Study Committee, Merit Pay Salary Committee, and a number of search committees), and she organized and ran, for five years, a seminar series, held biweekly throughout the year, for graduate students to present their work in the area of micro-systems. At the college level, she is currently on the APT committee and is participating in planning for the implementation of the Strategic Plan for the Clark School. She served as a faculty advisor for two trips to Burkina Faso with students from Engineers Without Borders for the installation of solar powered lighting in village schools. She has served on the faculty teaching award committee, the Engineering Council, the FabLab (clean room) steering committee, and several faculty and administrative search committees. At the university level, she is a senator and a member of the Faculty Affairs Committee, as well as a member of the SEC. She worked with Ellin Scholnick and Sally Koblinsky on the new university policy granting a part-time option upon the birth or adoption of a child. She is also a member of the Presidential/Senate Faculty Merit Pay Policy Task Force, leading the sub-committee on surveying the faculty. Regarding professional service, she reviews extensively for numerous journals, including Science, Nature Materials,

Lab on a Chip, and other prestigious publications. She is also active in organizing conferences and is working with a colleague to establish a new journal.

Martha Nell Smith – Professor, College of Arts and Humanities

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the *The Los Angeles Times*. At UM she enthusiastically participates in programs addressing educational concerns of national, state, and local import such as the *Diversity, Democracy, and Higher Education* colloquy on April 11th (<http://www.provost.umd.edu/diversity/>). A version of “The Humanities Are Not a Luxury: A Manifesto for the 21st Century,” her Distinguished Scholar-Teacher lecture, has just been published in *Liberal Education*, and an extended version that argues for investing in all areas of postsecondary education will be published in book form by Wiley-Blackwell in early 2012. These trying times can be ones of opportunity and advancement, and she is keen to continue serving and working with her colleagues across the university in making them so.

Exempt Staff Senator Nominees

Jay Elvove – Office of Information Technology

I have been employed by the University of Maryland, College Park for more than 32 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 IT services, I have been involved in many other campus activities, including serving very early in my career as a member of the University Senate, staff representative on the Senate Executive Committee, and Chair of the Staff Affairs Committee. I have also served on the board of an international user group, and I successfully completed both the university’s Leadership Development Institute (LDI) and the EDUCAUSE Institute Management Program. Last year, I was appointed to the University Sustainability Council, and in January 2011, I was chosen to head OIT’s new Client Relations office. Extracurricular activities include obtaining a master’s and six bachelor’s degrees and participating at every annual Maryland Day event but one.

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.

Steven Petkas – Division of Student Affairs

I am excited by and committed to the prospect of continuing to represent exempt staff on the Senate Executive Committee for the coming year. I offer the insights, critical thinking and strong representative presence gained from over 26 years of service in the Department of Resident Life at the University of Maryland amidst a 34 year career in professional service at four major Universities. I wholeheartedly believe in the value of shared governance in an intellectual community and fervently wish to further the continuing ascendance of this fine institution.

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. As the senior advisor to RHA I foster 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 employee furlough plans, campus safety issues, retirement and pension benefits, college mergers and reorganizations, policies addressing student behavior with alcohol, and the campus’ Diversity Strategic

Plan and Undergraduate Education Implementation Plan. Issues such as these demand a seasoned, assertive and collaborative voice representing exempt staff.

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 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 – College of Arts and Humanities

Hello my name is Denise Marie Best. I'm currently the Administrative Assistant II for STARTALK project at the National Foreign Language Center (NFLC) where I have worked since February 2008. My job duties include coordinating travel and reimbursement for the STARTALK 2008-2011 Summer Award Programs and coordinating STARTALK meetings. Recently I have been assigned to setup and maintain a conferencing database for all of the NFLC. I have over 24 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 Operating and promoted to an Administrative Assistant I. 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 serve on the Executive Committee.

Gloria Coates – Division of Administrative Affairs

My name is Gloria Coates and I have been at the University for approximately 3 years. When I began at this University I was extremely enthralled by the culture and environment here. I found myself grasping every chance to explore campus. Three years later, I still find that I welcome any opportunity to visit the other departments on campus. My current position in the Comptroller's Payroll office has allowed me to assist a diverse group of employees. As an outgoing Senator, I would consider it a great honor to be a part of the Senate Executive Committee. During my tenure as a representative, I voted on many occasions on subjects that I was able to see its direct impact. I took great pride in this.

If elected into this position. I will ensure that I will be the best representative possible. I embrace this privilege to represent my peer group at this great institution. I look forward to the chance to experience the campus administration and how it functions on another level. If elected as a member of the Senate Executive Committee, I will do my best to represent my peer group on campus effectively.

Cliffonia Royals Howard – College of Arts and Humanities

Cliffonia Royals-Howard is the Program Management Assistant for the Women's Studies program. I've been employed with the University, in the Women's Studies Department since 2004. I am currently attending University of Maryland University College, and hope to graduate with the bachelor's degree in Psychology this spring. I am responsible for managing the graduate program admissions and student review process, as well as executive assistant to the chair and the graduate director. I provide administrative and clerical support to our faculty members and graduate students. Working with the Women's Studies Department has really been a motivating force in my life to stay uplifted and uplift someone else who needs it, which fuels my fire to continue in the cycle life.

I have over twelve years experience working in the higher education environment, always as a staff person, sitting by watching decisions being made by committees and the administration. I decided to run for the Senate a few of years ago, when I saw an email about the Senate needing volunteers to step up and take part in one of the most important bodies on university campuses. I became excited to think I would be able to join and actually listen to senate leaders, vote, and decide on important policies and procedures needed at the University. I have served for about two years as a senator for non-exempt employees and one year on the Equity, Diversity, and Inclusion Committee and both has been an experience that has taught me a great deal about the University and its policies. It has really been an honor for me to serve on both these Senate groups. I would consider it a great honor to be selected to serve on the Executive Committee of the Senate. I believe I can offer a sound opinion that is representative of non-exempt employees here at the University. If elected, I will happily serve on the committee in whatever capacity needed.

Graduate Student Senator Nominees

Jason Ethridge – College of Arts and Humanities

I would like to serve as the Graduate member of the Senate Executive Committee for the 2011-12 school year. I am currently pursuing a Master's of Music in Instrumental Conducting, which gives me the opportunity to lead performances with University of Maryland orchestras. In addition to my leadership experience in music, I have a significant background as a philanthropy director and community relations representative. These positions have taught me the importance of being responsive to the needs and concerns of those I have had the opportunity to lead. I am committed to advocating for graduate students at the university. I am also running for an executive position in the Graduate Student Government. Additionally, I have extensive public speaking experience, making me a strong organizational spokesperson.

My goals for this position are to assist with the implementation of current university policy, to offer creative solutions for community issues, and to help the Senate develop policies to enhance the educational opportunities on this campus. I would eagerly take on the additional commitment and responsibility that this position entails and am strongly committed to furthering the objectives of the University Senate and the graduate students I would represent.

Andrea Goltz – College of Information Studies

Being elected to the University of Maryland Senate in the first place has been a very exciting experience, and I look forward to working with fellow Senators in the 2011-12 year. Now, I wish to serve our collegiate community even more as a member of the Senate Executive Committee.

I have a wide variety of experience in both academic and corporate spheres. I received my first Masters degree in Art History while a teaching assistant, and am currently in the Library Science program at Maryland's iSchool. Between these two endeavors, I worked for several years in corporate financial analysis. I currently hold a research assistantship with the Office of Faculty Affairs, which already has exposed me to in-depth procedural and administrative practices. I would draw on my intimate knowledge of academia, familiarity with executive decision processes, and ability to synthesize information for coherent summary when evaluating how to approach issues before the SEC. As I plan to be an academic librarian upon completion of my MLS, I consider the defense and improvement of university affairs to be my vocation, and I wish to take this opportunity to begin dedicated work now. I realize that higher education is facing difficult challenges in today's climate, but I am thankful that Maryland has avoided the drastic measures proposed for some other state institutions. I feel that by serving on the SEC, I can help our university weather these obstacles in a significant way, while increasing our reputation as a leading educational and research institution.

Joshua Hiscock – College of Education

Joshua Hiscock 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. He is currently a doctoral student in the College Student Personnel Administration program in the College of Education. As the Graduate Coordinator for the Minor in Leadership Studies, Josh is responsible for the day-to-day operation of the minor including academic advising, curriculum development, and program planning. Through this role, Josh also serves as an instructor for undergraduate courses in leadership development. In addition, Josh works as the Coordinator for the National Clearinghouse for Leadership Programs where he is responsible for coordinating publications, managing strategic partnerships, and addressing member concerns.

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.

Carl Morrow – College of Education

My name is Carl Morrow, and I am a fifth-year doctoral student in the Higher Education Program here at Maryland. I am thankful that Maryland has afforded me many opportunities to learn about university governance, and it would be an honor to give back to the University by serving on the Senate Executive Committee.

I feel I am qualified to serve on the Committee for the following reasons. First, my PhD studies in the Higher Education Program have given me academic insight into issues of university governance and educational policy at the institutional, state, and federal levels. Second, my employment record has given me vast real world experience as I balanced multiple priorities while continuing my education. Third, my academic training in communication, leadership, and organizational studies has equipped me to make an immediate substantive contribution to the

Committee. And last, my standing as a student leader (on the EDHI Graduate Student Association Executive Board and the College of Education Assembly) and my committee memberships as a graduate assistant (on Department of Resident Life committees and on the Student Affairs Learning Outcomes Group) have exposed me to the inner-workings of an academic department, a college, and a university division here at Maryland.

Dror Yuravlivker – College of Behavioral and Social Sciences

Hello fellow graduate students! I'm a second-year graduate student in Government/Politics and a returning senator, and I'd like to serve you on the Senate Executive Committee (SEC). As a second-year, I am committed to the university and the well-being of its students for several years to come – which is one reason I've lobbied state legislators in Annapolis on the university's behalf. With past experience in the Senate and interest in our future, I will help ensure that graduate students' concerns are heard, that our needs are met while we're here at Maryland.

What additional experience can I contribute? Before coming to UMD, I taught History and Politics in a high school in London, England. I headed my academic department, cooperating with other department heads and senior management on policies, budgets, calendars, and other administrative issues. The organizational skills I developed would be particularly useful on the SEC, which brings together leaders representing a wide variety of academic and administrative interests here at the university.

Finally, you will find me personable and approachable, so feel free to bring me points or ideas you'd like me to raise at SEC meetings. I want the university to help us all achieve our goals, and I think that we can all achieve more when we work together. Therefore, I would be honored to earn your support to be your voice on the SEC.

Undergraduate Student Senator Nominees

Orsam Ahmed – School of Public Health

Though new to senate I feel that I bring a very different set of skills that may be prudent for Executive Committee of Senate. As a former Resident Assistant, Fraternity Founding Father, Campus Recreation Employee, and the University of Maryland's Gymkana Troupe member, I have had the opportunity to become involved in a multitude of diverse aspects of our campus and have taken advantage of every opportunity that has been presented to me. I have sat through hours of judiciary meetings representing both the Resident life and students. Provided paraprofessional advising to undergraduate students in three distinct residential environments. Developed and conducted programs on diversity, chemical abuse, personal development, relationships, security, academic performance, and enforced college policy.

This University unlike most has the potential to reach new statures and change the way Public Universities are viewed in general. In the past few years the University of Maryland has risen to new heights including becoming one of the most well-regarded and distinguished public Universities on the east coast. Each member of this campus has done their part to contribute to the success of the University. However, just as with all great organizations leaders must emerge in order to continue the success and continue the progress started by those in the past. But a Leader is not one who stands out in the crowd or takes a solo project to "show" how useful one can be. I believe that "If your actions inspire others to dream more, learn more, do more and become more, you are a leader." From my understanding the Senate Executive Committee receives proposals from the campus community and charges one of the standing committees to review an issue and offer a solution. My only wish is to contribute to the success of others and intern the success of the University. I hope that you will support my pursuit of a position on SEC.

Vas Blagodarskiy – Letters and Sciences

I campaigned on a platform of representing student voices fairly. I come to join the Senate without any particular agenda, which places me in a position of unbiased service. I would like to join the SEC, and I'm no different now than I was a month ago when I began campaigning. Today, I am a Freshman in the CP Scholars program where I am working on a sustainability web project under the guidance of Becky Archer and Francis Avendaño. Also, I am joining Greek life, and I freelance out of my dorm to make some spending cash. I seek experience with my peers and the staff here at the University. I will address both issues and past achievements in preparation for my admission application into the Smith Business School, where I want to study Marketing. Needless to say, my past work experience at DonorSearch.net and my professional references will prove my work ethic, as well as demonstrate that I'm a man of my word who gets things done.

All of these are qualities that I will bring to the SEC. I promise to attend all SEC and Senate meetings, as well as breakfasts with President Loh, to advise him about ongoing challenges and to share our recent victories. I would like to serve my community because I would encourage diversity and sustainability. I believe in the primacy of Alma Mater, because there are many accomplishments that we as Undergrads can achieve. I want to be the students' beacon of light as they charge ahead into the future, getting a world-class education for jobs that might not even exist yet. I'm here to help their dreams come true - which is what going to college is all about, right?

Jeff Calderon – College of Computer, Mathematical, and Natural Sciences

As a committee member I intend to offer my energy, perspective and my experience to accomplish positive change in the school community. As a member on several committees during my time in the Air Force, I have experience arguing forcefully against a position when I conscience moved me; I worked with equal vigor as part of a team when the cause was a worthy one. The years I have spent over seas has given me the social skills to relate to diverse groups, I sincerely hope you will allow me to utilize my talent to their greatest potential on this committee

Originally from California, and a returning vet, I have a many constituencies on whose behalf I feel especially empowered to speak. If I am allowed to serve on your executive committee I will be a vehement voice for the off-campus, part-time and minority students. I have the heart of an activist and feel that I should place it to use where it is most needed, and can accomplish the most; this committee may provide the perfect vehicle for positive change. As a physics student and aspiring scientist I am convinced of the power of human ingenuity to solve human problems, I look forward to working together to improve our campus.

Rachel Ellis – Robert H. Smith School of Business

Hello, my name is Rachel Seymone Ellis, and I am an accounting major in the Business School. I am interested in becoming a member of the Senate Executive Committee (SEC). I have extensive experience preparing proposals, I interned with KPMG, a public accounting firm where my main responsibility was editing proposals for the firm to win contracts.

I have done my research and am very aware of the distinct responsibilities that each senate committee has. I am also familiar with organizing ideas for discussion. I was on the Maryland statewide board for 4-H organization. There, I helped plan and organize information from all the counties in Maryland in order to execute an annual conference. I have the time in my schedule to be a responsible and reliable member of the committee. Thanks!

Kevin LaCherra – College of Behavioral and Social Sciences

Hello, my name is Kevin LaCherra, I am a sophomore Government and Politics and History major and one of four undergraduate BSOS senators. I'm currently involved in several fantastic on-campus organizations. I'm a member of the Programming and Traditions Commission, the Library Dean's Student Advisory Council, and the North Hill Senate. Being involved in these groups has given me a great sense of the many communities here at Maryland. I would like to serve on the SEC because I know that I can relentlessly advocate for student interests as well as effectively build consensus with University administration.

Alex Miletich – College of Arts and Humanities

After serving one term on the Senate, I am ready to become more involved and take on more responsibility. I have a passion for shared governance and legislation that drives me to be passionate about the UMD Senate. I was heavily involved in my first term from serving on the ERG committee as well as attending every general Senate meeting. Some of my accomplishments in the Senate include drafting a successful proposal to reform our election procedures when a tie occurs as well as working with the Undergraduate Caucus to see the Medical Amnesty Policy pass. As a Theatre and Government & Politics major, I understand the diverse needs of my constituents. This diversity will make me a valuable asset to the SEC. With my passion and diversity, I will make a great addition to the SEC.

Evan Ponchick – Robert H. Smith School of Business

I, Evan Ponchick, am honored to be a student at the University of Maryland.

As an on campus junior, I have taken advantage of many aspects of student life. These include being a student athlete, pursuing a double major, and being a member of a service fraternity. I consider myself a good listener and would feel very comfortable representing the student's voice in the Senate Executive Committee. Having had these experiences and others, I feel I can provide valuable insights that will help guide the University toward an even brighter future.

Furthermore, I am very interested in reading and understanding the many different proposals from the campus community. I hope to use this knowledge to help promote collaboration between the great individuals here at the University of Maryland, both those I have experience with in the past, and those who I plan to meet in the future. Together, we can strive to resolve problems and help continuously improve this outstanding University. Go TERPS!

Candidacy Statements for the Committee on Committees 2011-2012 Elections

Faculty Senator Nominees

Robert Buchanan – Professor, College of Agriculture and Natural Resources

The University Senate's "Committee on Committees" plays a critical role in helping the Senate identify the faculty, staff, and other interested parties that bring the knowledge, experience, interest, and commitment that is critical to making informed decisions about the broad array of issues facing the University through shared governance and informed decision-making. Having teams that can generate the synergy and "buy-in" by the array of stakeholders involved in University issues is critical to finding innovative solutions to complex problems. As a relatively recent addition to the University faculty I have had substantial prior experience in working with highly diverse government/industry/academic teams and stakeholders to find solutions to complex scientific/societal problems, which has convinced me of the criticality of recruiting diverse, high efficiency teams. This need for enlisting the right committees has been reinforced by my dual experiences as both a faculty member within a department and as the director of a pan-university center whose focus is recruitment of transdisciplinary faculty teams to address complex food safety and security problem. Accordingly, I would like to be considered for the Committee on Committees because I feel that it is a unique opportunity to both share some of my prior experiences and advance my personal goal of learning how to mobilize the world class faculty at UM to address complex problems and issues facing both the University and academic communities in general.

Anil Gupta – Professor, Robert H. Smith School of Business

Anil Gupta joined The University of Maryland at College Park in 1986 and thus knows most aspects of the university well. He is a Distinguished Scholar-Teacher at the university. His professional service to the university includes serving on many high impact committees at the department, school, as well as campus levels - including the President's Strategic Planning Task Force; the Presidents' Honors and Prizes Committee; Dean Search Committee for the School of Journalism; and Department Chair – Management & Organization, Smith School of Business.

Anil is widely regarded as one of the world's leading experts on strategy and globalization. He received a doctorate from the Harvard Business School, an MBA from the Indian Institute of Management at Ahmedabad and a B.Tech. from the Indian Institute of Technology at Kanpur. He has been recognized by the Economist magazine as one of the world's "rising superstars" in a cover story on "Innovation in Emerging Economies." His book, *Getting China and India Right: Leveraging the World's Fastest-Growing Economies for Global Advantage* (Wiley, 2009), received the 2009 Axiom Book Awards' Silver Prize as one of the world's two best books on globalization/international business. He is also the coauthor of *The Quest for Global Dominance* (Wiley, 2008), one of the world's most widely acclaimed books on global strategy. The recipient of numerous awards for excellence in research and teaching, Anil is an elected life-time Fellow of the Strategic Management Society as well as the Academy of International Business. He has also been inducted into the Academy of Management Journals' Hall of Fame and ranked by Management International Review as one of the "Top 20 North American Superstars" for research in strategy and organization.

Wolfgang Losert – Associate Professor, College of Computer, Mathematical, and Natural Sciences

I have been faculty in the Department of Physics and in the Institute for Physical Science and Technology (IPST) since 2000. I am also affiliated with the Institute for Research in Electronics and Applied Physics. I have served in the Senate as representative of the Physics Department from 2006-2009. From 2011-2014 I will represent IPST, an interdisciplinary institute in CMNS. I have served on the committee on committees in 2006 and would be delighted to take on the important task of helping to identify suitable candidates for the senate committees again in 2011.

My research group of 2 Postdocs, 10 graduate students, and 3 undergraduate students applies Nonlinear Dynamics and Complex Systems Approaches to investigate soft materials and biological systems. A special focus of my group is the study of individual and collective cell migration – connecting the physics of motion with the complex biochemical signals that control and steer cells. At the University I have been involved in building connections between the physical and life sciences in research and education. I also direct a new Partnership for Cancer Technology between the University of Maryland and the National Cancer Institute that brings together the expertise and resources at the University of Maryland College Park, with basic, clinical, and translational research expertise of the National Cancer Institute to solve the most pressing problems in cancer research.

Exempt Staff Senator Nominees

Marcy Marinelli – Division of Student Affairs

I have worked on campus for a total of 17 years in several different units. I started my career here as a counselor/advisor with Academic Achievement Programs from 1990-1995, and then moved to the Department of Curriculum and Instruction as Staff Assistant for Advising and Scheduling (1995-1996). Upon earning my PhD in Counselor Education from the Department of Counseling & Personnel Services in 1995, I left campus to teach at The Citadel from 1996-1998. I returned to the University of Maryland in 2000 as Assistant Director of the Counseling Center with responsibility for the Learning Assistance Service. I served in that position until July 2007, and then went to the Department of Psychology as Director of Undergraduate Studies until January 2011, when I returned to my former position as Assistant Director of the Counseling Center. Over these years I have established many relationships with colleagues across campus and have a broad-based view of how the campus operates. I believe my knowledge of the campus will be valuable to the Committee on Committees.

I have served the campus in the following ways: Campus Senate (current), Campus Senate Educational Affairs Subcommittee (2001-2003), Student Affairs Learning Outcomes Group (2005-present), Retention Policy Implementation Committee (2002-2004), BSOS Strategic Plan Committee (2007-2009), BSOS Teaching Committee (2007-2010), Maryland Day Planning Committee 2002-2007). I have been a Lilly Teaching Fellow and am a member of the Academy for Excellence in Teaching and Learning. I look forward to continuing to serve the campus as a member of the Committee on Committees.

Graduate Student Senator Nominees

Brian Coyle – College of Computer, Mathematical, and Natural Sciences

I am completing my final year of the Biology PhD program. My research focuses on behavior and ecology. My academic experience also includes collaborative research with several faculty at UMD and at other universities and talks and poster presentations that I have given at several meetings and conferences. As a graduate teaching assistant I have taught Mammalian Physiology to senior undergraduates and Anatomy and Physiology to freshman and sophomores. I am also a commuter and parent of two young children and I have former experience working as a member of undergraduate student committees and, more recently, parent teacher organizations.

I am eager to serve the university and community that have been so supportive of me throughout my studies and I have a keen interest in learning more about government administration and policy development through direct experience. I believe that my range of academic and teaching experience and personal background makes me a valuable committee member because I am able to represent a diversity of constituencies and interests within the university community.

Joshua Hiscock – College of Education

Joshua Hiscock 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. He is currently a doctoral student in the College Student Personnel Administration program in the College of Education. As the Graduate Coordinator for the Minor in Leadership Studies, Josh is responsible for the day-to-day operation of the minor including academic advising, curriculum development, and program planning. Through this role, Josh also serves as an instructor for undergraduate courses in leadership development. In addition, Josh works as the Coordinator for the National Clearinghouse for Leadership Programs where he is responsible for coordinating publications, managing strategic partnerships, and addressing member concerns.

Prior to returning to UMD for his doctoral work, Josh served as the Assistant Director of Campus Activities & Programs for Greek Life & Student Organization Development at the University of North Carolina at Greensboro. He previously worked at Boston University and Roger Williams University in student affairs positions. In his past roles, Josh regularly served on committees and provided service to his institutions and national higher education associations. Josh has experience in strategic planning, group dynamics, organizational development, and selection and placement processes - all skills that may be an asset to the Committee on Committees.

Undergraduate Student Senator Nominees

Joshua Dowling – College of Behavioral and Social Sciences

The Senate Committee on Committees provides a crucial role in helping the Senate function by selecting which individuals would serve individual Senate committees best. While I personally have not served on this committee before, I do have experience helping to select and match people to positions based on their qualifications in interests, as I have served on the executive board of College Democrats as an elected member fulfilling a similar purpose. My varied on-campus extracurricular commitments have allowed me to see how people work and how people can fulfill roles. As a member of the SEC and the PCC committees of the University Senate, I am also uniquely qualified to understand what certain committees demand from members. I would love to have the opportunity to serve on this committee during my second term as a University Senator, as I believe there is a great deal that I could bring to the table and a great deal that I could learn.

Brandon Levey – College of Arts and Humanities

The Senate Committee on Committees is one that truly is essential in making positive change on our campus, and I feel uniquely qualified and prepared to serve on it. After I graduated from high school, I volunteered for a year overseas, a year that included living on a *Kibbutz* in Israel where I had to delegate tasks to less experienced volunteers. After this year, I worked for the Obama campaign in New Hampshire, where I assigned campaign and election day responsibilities to over 150 volunteers and interns based on their background, experience, interests, and qualifications. As a junior majoring in History and minoring in Philosophy and Israel Studies here at the University of Maryland, I have taken on extracurricular activities that also prepared me well for delegating tasks to those interested in making a positive change. I am currently the President of Students for Sensible Drug Policy on campus, an organization that was awarded the SGA award for "Best Student Group" this past year, has been featured extensively in campus and regional media, and most recently was instrumental in the passing of the "Good Samaritan Policy" by this University Senate.

These leadership roles have allowed me to gain extensive experience in identifying good candidates for various positions, which is why I think I would be a great fit for the Senate Committee on Committees and look forward to the opportunity.

David Rothenberg – College of Arts and Humanities

It was an honor to be re-elected to the prestigious Maryland Senate, and I would be similarly honored to be re-elected to the Senate Committee on Committees. After serving on the Committee on Committees this past academic year, I understand its inner workings. The main purpose of this Committee is to evaluate people's candidacy statements and evaluate their suitability for the different committees. From the previous year's work, I have learnt how to evaluate participants, and I want to use that knowledge to recruit and assess individuals for placement on committees this year. As a current sophomore, I have had the opportunity to meet students from different backgrounds across the campus and this will give me the advantage of being able to assess individuals' abilities based on more than a one paragraph statement attempting to sum up their lives. I would appreciate being able to continue to work for the Senate Committee on Committees. Thank you.

Candidacy Statements for the Athletic Council 2011-2012 Election

Faculty Nominees

Robert Dooling – Professor, College of Behavioral and Social Sciences

My research and teaching background includes both undergraduate and graduate education related to hearing, auditory perception, animal and human acoustic communication, and speech and language learning. I am currently the Director of the Neuroscience and Cognitive Science Program (NACS) and the NIH-funded Center for the Comparative and Evolutionary Biology of Hearing. NACS has led the initiative to establish the Maryland Neuroimaging Center (MNC) on Campus which opens its doors July 1 and will offer three different types of modern brain imaging techniques under one roof. Disciplines from Psychology to Linguistics to Kinesiology are expected to use this facility for research to understand the interaction between brain and behavior in thinking, emotion, stress, exercising and many other behaviors. As a faculty member here for almost 30 years, I have advised and mentored many graduate and undergraduate students as well as a significant number of magnet high school students who come to my laboratory for high school projects. As a part time Associate VP for Research, I have also served on a number of university committees dealing with intellectual property, conflict of interest, and effort reporting, among others. On a personal note, I have strongly supported UMD athletic events over the years and have attended many of them. My son, Benjamin, and I have attended Maryland football games together regularly beginning when he was four years old. Ben graduated from UMD in Journalism several years ago and worked briefly in our athletic office as a writer and press liaison. He is now finishing his last year in law school at Georgetown and hopes to work in academic athletics eventually as a result of his positive experiences with athletics here at Maryland.

Mary Ann Hoffman – Professor, College of Education

I am interested in serving on the Athletic Council because of my strong commitment to the primary goal of the Council which is to ensure that varsity athletes are first and foremost *students*. I have specific experience and expertise in working with young adults in navigating the college experience which was helpful when several years ago I served on the Athletic Council as Vice-Chair for two terms. In this capacity, I chaired the Student Life Committee (which focused on the current substance use policy and on student athlete conduct), served on the Academic and Budget Committees, and attended Council and Executive Committee meetings. I have a special interest in promoting women's equal access to varsity athletics going back many years (Title IX) and in promoting success in college for student athletes who face personal and academic challenges. On a personal level, I have a strong interest in promoting a positive atmosphere at UMD athletic events as I believe they often represent the face of the university to the public, prospective students, and to alumnae. In addition, I have attended UMD athletic events on a regular basis for many years.

In my 25+ years as a faculty member I have provided significant service to the University community. In addition to my service as Vice-Chair of the Athletic Council, I served as Chair of the Human Relations Committee, and have been a member of the Campus Affairs Committee, Committee on Staff Affairs, the Honor Council, and the AIDS Council. I am currently serving one of my several terms on the Campus Senate. My scholarly work focuses on psychosocial aspects of health and wellness – especially for individuals confronting challenging life experiences. My

teaching responsibilities reflect this focus as well. Through my background as a faculty member and licensed psychologist promoting health and psychological well-being, my commitment to equity and opportunity, and my record of campus service I believe I can make a contribution to the Athletic Council.

Brian Johnson – Associate Professor, College of Behavioral and Social Sciences

As a two-sport varsity athlete at Lawrence University, where I received my bachelor of arts degree, I have a strong appreciation for the positive influence that collegiate athletics can have on young adult educational experiences, as well as the vital role that it plays in the overall quality of the university environment. That is why I am running for a position on the Athletic Council. I am an Associate Professor of Criminology and Criminal Justice, which is a major that has numerous student athletes, so I believe it would be beneficial for the council to have a representative from my department. As such, I would be honored to serve the 3 year term on the council.

Maryann McDermott Jones – Lecturer, College of Computer, Mathematical, and Natural Sciences

I've been at the University in the position of Undergraduate Laboratory Coordinator and Lecturer in the Department of Chemistry and Biochemistry since July 1999. In that time I have served two 2-year terms on the Senate's Programs, Courses, and Curriculum (PCC) Committee, two terms on its Student Conduct Committee (SCC) and one term on the Academic Affairs Committee.

I am a sculler who rows out of Alexandria Community Rowing and, as a result, was asked by a student to serve as faculty adviser to the University's Men's Club Rowing Program in the early 2000's.

While a graduate student at the University of Virginia, I was the first woman to serve on its Athletic Advisory Committee. In the three years I served, we hired a new men's basketball coach, updated the mandatory student athletic fees, and began planning for expansion of the University's basketball facility.

Linda Mabbs – Professor, College of Arts and Humanities

Linda Mabbs has been an active member of the university community since joining the faculty in 1977 and looks forward to continuing her service in the Senate. For the last year, she has served as the Senate Chair and that of the Senate Executive Committee. In recent years she has chaired the Academic Standards Committee while serving on the Graduate Council, chaired the President's Awards Committee (twice), served on the Kirwan Awards Committee and currently serves on the Honorary Doctorate Nomination Committee as well as chairing last year's CAPAA Committee. She has also chaired ARHU's APT committee and as a member of ARHU Collegiate Council, served as moderator of the Collegiate Council Forum.

Named a Distinguished Scholar/Teacher by the University of Maryland in 2000, Professor Mabbs has taught master classes around the world. Her students have been heard in many of the greatest opera houses including the Metropolitan Opera, La Scala, Berlin Statsoper and Covent Garden. She is the recipient of the National Opera Institute Achievement Award, and has received grants from the National Endowment for the Arts, the Aaron Copland Fund, The Maryland Arts Council, and the Creative and Performing Arts Board of the University of Maryland.

Robin Sawyer – Associate Professor, School of Public Health

Robin G. Sawyer is an Associate Professor and Associate Chair of the Department of Public & Community Health, and has been with the university since 1984. Dr. Sawyer's research interests have focused on late adolescent

sexual behavior, particularly contraceptive compliance, sexually transmitted disease prevention, and sexual assault. His most current projects examine sexual assault and date rape among intercollegiate athletics in the U.S. Dr. Sawyer is a consultant for the NCAA and has been an invited speaker on over 350 college campuses. Dr. Sawyer was a college athlete playing soccer in both England and the US, and he has continued coaching in youth soccer for the past twenty years. Dr. Sawyer previously served on the Athletic Council as vice-chairperson.

This personal experience and passion for sport in addition to a strong commitment to maintaining integrity in college athletics are major reasons for seeking this nomination.

Staff Nominees

Denise Best – College of Arts and Humanities

Hello my name is Denise Marie Best. I'm currently the Administrative Assistant II for STARTALK project at the National Foreign Language Center (NFLC) where I have worked since February 2008. My job duties include coordinating travel and reimbursement for the STARTALK 2008-2011 Summer Award Programs and coordinating STARTALK meetings. Recently I have been assigned to setup and maintain a conferencing database for all of the NFLC. I have over 24 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 Operating and promoted to an Administrative Assistant I. 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 serve on the Athletic Council.

Jay Gilchrist – Division of Student Affairs

I have been on the staff of Campus Recreation Services (CRS) at the University since 1981, serving as Director since 1990. During my time on campus, there has been an unprecedented growth in both recreation and Intercollegiate Athletics (ICA). CRS has grown from what was essentially an intramural sports program, to a nationally regarded, well-rounded department managing several facilities. ICA growth has been accomplished primarily through the growth of a women's sports program (w/ accompanying facility, student athlete and coaching/administrative personnel), which was in its infancy in the early '80s.

In addition to the 27 teams that ICA fields, there are another 44 student sport clubs, with 2400 participants, operating under the CRS umbrella which compete on an intercollegiate level with other colleges and universities in the region. This large number of teams requiring practice and competition spaces has created a great deal of overlap in facility needs between ICA and CRS which both departments struggle to meet. Work on the current Facilities Master Plan update has highlighted this concern.

I feel I can be an asset to the Athletic Council by offering an "institutional memory" of all that has taken place over the last three decades of development, as well as providing a perspective on facilities, budget issues, student fee concerns, and student well-being that is separate, but not distant from that of ICA. Given the fact that our departments have intersected on a regular basis for so many years, I believe I have an understanding of Athletics beyond that of the average staff member.

Candidacy Statements for the Council of University System Faculty (CUSF) 2011-2012 Election

Faculty Full-Time Representative Nominees

Kenneth Holum – Professor, College of Arts and Humanities

Kenneth G. Holum is Professor of History, in 2008-2009 was Chair of the University Senate, and since then has served on a number of search, awards, and evaluative committees at the department, college, and campus levels. A historian and archaeologist, he studies the Ancient Mediterranean World, especially religious change and the evolution of cities in the ancient Mediterranean region between 400 and 800 C.E. He has published eight books (authored and edited) on these and related topics, as well as about eighty articles, chapters, and reviews. He has also excavated urban sites in the eastern Mediterranean, especially Caesarea Maritima in Israel, where he has directed the Combined Caesarea Expeditions since 1989. He teaches a number of well-attended courses on Ancient Greece, Rome, and Late Antiquity, as well as a variety of graduate seminars. His sports are hiking, backpacking, and especially sailing his 36-foot auxiliary sloop on the Chesapeake Bay.

Ken has long had a broad interest in promoting excellence and effectiveness in our university's research programs and in both undergraduate and graduate programs. He has a high level of respect for campus and system leaders at all levels with whom he has worked and believes that we have achieved a commendable level of competence, creativity, and collegiality in leadership that even in hard times permits us to address challenges with significant hope of success. He wants to participate in the effort.

William Montgomery – Professor, College of Arts and Humanities

William (Bill) Montgomery is a candidate for the Council of University System Faculty (CUSF) to continue his service there for a second term. As a member of CUSF over the past three years he has been able to develop an understanding of the importance of CUSF at the Maryland System level and how to work in coordination with Chancellor Kirwin, and he has made many contributions on the Council. He has also served as CUSF's representative to the Maryland Higher Education Commission Faculty Advisory Council (MHEC-FAC), and, as such, has developed an understanding of the relationship between Maryland higher education and the Maryland state legislature.

At UMCP Bill has held several positions related to faculty governance: He was Chair of the University Senate in 2007-8, Vice-Chair of the Strategic Plan Steering Committee in 2008, and Chair of the CORE Committee (working with the UMCP General Education program and the introduction of "learning outcome assessments" to the campus) in 2005-7. He has taught at UMCP for over 45 years and holds the rank of professor in the School of Music.

Bill is a flutist who made his New York City debut recital in the Carnegie Hall Recital Hall in 1960 and has performed many concerts throughout the United States and Western Europe. He presents a weekly concert series at the historic home of President James Monroe in Washington, D. C. (the 600th concert was on March 25, 2011). He has served on the Arts Panel for the District of Columbia Commission on the Arts, he has served as a consultant to the Library of Congress and as a member of the Fulbright National Selection Committee in Music, he has held a residency in chamber music at the Kennedy Center for over three decades, and he has received commendations

from both the U. S. Congress and the District of Columbia City Council for his work in music in the Washington, D. C. area.

William Taft Stuart – Assistant Professor, College of Behavioral and Social Sciences

I remain very enthusiastic about the opportunity to continue to represent UMCP at the Council for University System Faculty (CUSF).

I have been on the faculty – both undergrad and grad faculties – at UMCP since the mid-70s. I am a sociocultural anthropologist with research and other professional interests in comparative religion, human behavioral ecology, and math and science (STEM) program development for secondary students, here and in other cultures. I have served as UMCP campus representative to CUSF since 2003-2005. From that first year I have been a member of the Executive Board several times – in positions of At-Large, Vice-Chair and as Chair. I have also served for several years as UMCP campus liaison to CUSF.

I believe UMCP should be strongly and well represented at CUSF, which reports to the Chancellor and the Board of Regents. In particular, UMCP's nature and needs are often rather different from those of other UMSystem campuses, so it is especially important for UMCP's voice to be heard. Among the many important issues confronting our campus are ongoing concerns with shared governance, spousal benefits, and academic freedom. I believe UMCP's several representatives must champion the cause of our faculty who often feel that they are too often forgotten, perhaps ignored at the level of the USM deliberation and policy making.

If elected to another 3-year term, I intend to work even closer with the UMCP Senate Executive Committee, reporting periodically to that body and otherwise becoming informed of the concerns of UMCP as manifested in the work of the University Senate and its several committees.

Department of Anthropology
CUSF member – 2003 – present
Vice-Chair of CUSF – 2010-2011

Faculty Alternate Representative Nominees

Bonnie Dorr — Professor, College for Computer, Mathematical, and Natural Sciences

I am a professor of Computer Science with a joint appointment in the Institute for Advanced Computer Studies. I have been at College Park since 1990 and am a former faculty member of the University Senate (2000-2003). I am also currently Assoc. Dean for Research, Faculty Affairs, and Graduate Education in the newly integrated CMNS (starting as the CMPS Associate Dean in 2009). I have served on and often chaired numerous departmental, college, and campus committees, e.g., this year I was appointed chair of the Faculty Affairs committee to review implementational aspects of the campus-level Appointment, Promotion, and Tenure processes. I am presently a PI on two active research grants in the area of human language technology, am former President of the Association for Computational Linguistics, and have been the recipient of several research awards (NSF Presidential Faculty Fellow, Sloan Fellow, NSF Young Investigator, and Maryland Distinguished Young Scientist).

I am interested in serving on the Council of the University System Faculty (CUSF) for a variety of reasons. In my research and administrative pursuits I have addressed challenges in ways that take into account input from faculty, students, and staff at all levels and I desire to continue working as a team player on a wide range of system-wide initiatives that impact our campus. Having played a central role in the integration of the College of Computer,

Mathematical, and Physical Sciences with the College of Chemical and Life Sciences, I have a good idea of how a wide range of college- and campus-level offices operate. I have a great deal of interest in efficient and successful interactions among a wide range of stakeholders on our campus—especially amidst major transformational times and budgetary challenges—and seek to bring that perspective to the University System.

Linda Mabbs – Professor, College of Arts and Humanities

Linda Mabbs has been an active member of the university community since joining the faculty in 1977 and looks forward to continuing her service in the Senate. For the last year, she has served as the Senate Chair and that of the Senate Executive Committee. In recent years she has chaired the Academic Standards Committee while serving on the Graduate Council, chaired the President’s Awards Committee (twice), served on the Kirwan Awards Committee and currently serves on the Honorary Doctorate Nomination Committee as well as chairing last year’s CAPAA Committee. She has also chaired ARHU’s APT committee and as a member of ARHU Collegiate Council, served as moderator of the Collegiate Council Forum.

Named a Distinguished Scholar/Teacher by the University of Maryland in 2000, Professor Mabbs has taught master classes around the world. Her students have been heard in many of the greatest opera houses including the Metropolitan Opera, La Scala, Berlin Statsoper and Covent Garden. She is the recipient of the National Opera Institute Achievement Award, and has received grants from the National Endowment for the Arts, the Aaron Copland Fund, The Maryland Arts Council, and the Creative and Performing Arts Board of the University of Maryland.

Candidacy Statements for the Campus Transportation Advisory Committee (CTAC) 2011-2012 Election

Faculty Representative Nominees

Stephen Henry – Librarian II, University Libraries

I have been a faculty librarian at the University of Maryland since 2007 and serve as Music Librarian at the Michelle Smith Performing Arts Library (MSPAL). As Music Librarian, I am responsible for building the library's music related collection, providing reference and research assistance to students and faculty, and overseeing the public services operation of the Performing Arts Library, including circulation and reserves.

I have served as a faculty senator from the Libraries since 2009. In addition, I have been involved in numerous committees within the Libraries, including the Information & Research Services Team, and the Access Services Team. I am a member of the Music Library Association and have served that association as a member of the Descriptive Cataloging Subcommittee and I have given presentations at various meetings of the Association.

Regarding the Campus Transportation Advisory Committee (CTAC), I do not have any related professional experience. However, I am an avid bicycle commuter, making the 28-mile round trip journey to campus from my home in Virginia 3-4 days a week and I am also a frequent Metro/campus shuttle rider as well as an occasional driver, making me keenly aware of the tensions that exist between these various modes of transportation. I would welcome the opportunity to help campus continue to evolve its transportation infrastructure in ways that will make the university sustainable and desirable in the coming years.

Staff Representative Nominees

Jamie Carrigan – College of Computer, Mathematical, and Natural Sciences

I hold a B.S. degree from the University of Maryland, College Park in Family Studies in what was then the College of Human Ecology. Later the College was renamed the College of Health and Human Performance and now is the School of Public Health. I also earned a second B.S. degree from the University of Maryland, University College in Accounting. I am presently working on a M.S. degree from University College in Nonprofit Management.

Except for a few years in the mid-1980s working in the Department of Resident Life, which was later split into two departments - Resident Life and Residential Facilities - my entire career at the University has been in the science colleges: A. James Clark School of Engineering, College of Life Sciences and the College of Computer, Mathematical and Physical Sciences. Recently the last two colleges merged to form the College of Computer, Mathematical and Natural Sciences.

As I draft this candidate's statement the front page of the Diamondback is informing us of a possible merger of this campus with the University of Maryland, Baltimore. As a member of the Campus Senate we recently voted to consider the reorganization of the Education Department. The University operates in a constant state of change and transportation is not immune to this. From the newly implemented license plate recognition program to the discussion about the Purple Line subway route through campus, transportation is on the move (pardon the pun). I have been riding the Shuttle bus route 120 – Bowie Park & Ride for over three years. I arrive at work stress-free because I haven't had to deal with the gridlock that is Metropolitan D.C. commuters' way of life. When I arrive

home to my family at night I'm stress-free again from being able to read, nap or talk to the friends I've made on the bus. This is why I would like to be a contributing member of the Campus Transportation Committee (CTAC), my way of saying "thanks" to the University for providing such an incredible service that enables me to be a more effective employee and relaxed wife and parent. As I have with the Campus Senate I will attend all meetings, listen, and try to make meaningful contributions.

In addition to serving in the Campus Senate, I have volunteered in a number of ways over the years including FOHTY (From our Hearts to Yours), America Reads, Resident Life Move-In Day, Maryland Day, Autism Speaks and Advise-5. I ask that you give me the opportunity to serve again.

Cynthia Shaw – Office of Undergraduate Studies

In my 13 years at Maryland, I have been an undergraduate returning student, a student worker, a contingent employee, a graduate student, and a teaching assistant. I am currently both a special advanced student still taking graduate classes, and an administrative assistant. These varying roles afford me a valuable prospective of the university and the potential to have an impact across many areas of campus.

Teaching and my current position at the Center for Teaching Excellence (CTE) has peaked my interest in the effect the university has on its undergraduates and the quality of their academic experience. My service on the Senate has also shown me that the university environment for faculty, staff, and students are deeply intertwined, and that a successful undergraduate experience is dependent upon a quality environment for our faculty and staff.

As a commuter to campus I am especially interested in all transportation and parking issues. I support the campus' sustainability initiatives and would love to see less cars and more public transportation on or near campus. However; I also realize that unless mass transit is made as convenient as possible, people will not use it. If elected I would work to bring about an equitable balance between convenience and sustainability.

Service to the University

Pro Bono TA for PSYC 100 (2000-2007)

TA for PSYC 100, PSYC 221, PSYC 420 (2008-2010)

UGST Review committee (2008)

The Presidents Medal award committee (2009)

The Senate (2009-2011)

The Staff Affairs committee (2009-2011)

The board of Regents awards committee (2008 & 2009)

Chair of the Staff Affairs committee (2010-2011)

The Senate Executive committee (2010-2011)

Chair of the Family Care Resources Review Committee (2010-2011)

Diversity Plan Implementation Committee (2010-2011)

President's Commission on Women's Issues (2010-2012)

Inauguration Committee (2010-2011)

Thank you for any consideration.

Undergraduate Student Senator Nominees

Kristen King – College of Education

My name is Kristen King, and I am the new Undergraduate Student Senator for the College of Education. I lived on campus for two years, and I am now a commuter student and bus user, as well as an owner of a parking pass, and a bicycle to help get to and around campus. I'm very aware and familiar with all things transportation when it comes to living on and off campus. On top of that, I am member of the College Park Tuning Car Club on campus. Most, but not all, of my friends are commuter students that drive and park on campus. I also have a friend that works for DOTS with the "behind the scenes" work with transportation services and enforcement. I think that I would do a good job representing most student demographics and concerns on this Advisory Committee.

Seda Tolu – College of Computer, Mathematical, and Natural Sciences

Never will I forget the agony of my commute freshman year: Wake up at 6am....late. Get stuck in rush hour for an hour and a half, struggle through rain and snow; circle Lot 6 five times to find parking, and walk twenty minutes to the other side of campus to barely make it to my 10am lecture. Class had not even begun yet and I was already stressed and exhausted. Walking back to lot 6, after dark? That was a different story in itself. If I was walking alone, I ran and prayed to God I got to my car in one piece. My commute was a nightmare.

Serving on the Campus Transportation Advisory Committee is an opportunity that is very near and dear to my heart because I understand what commuters go through on a daily basis. I also believe that the University of Maryland makes commuting harder for students with strict parking regulations and fees. Any student that has a car on campus has received a ticket at least once, and has either struggled with DOTS or simply paid the fine. This is an issue that I am passionate about and would actively advocate the rights of students when it comes to transportation, parking, and commuting. As a pre-medical student majoring in Neurobiology & Physiology, I am unfortunately familiar with the words stress, frustration, and agony. However, transportation here at the University of Maryland should never be a contributing factor to any of those words. In fact, it should ease a student's campus life and make the commute from point A to point B swift and easy. This is the future campus of University of Maryland that I envision, and it is a goal that I will adamantly pursue and contend if given the opportunity.



University Senate TRANSMITTAL FORM

Senate Document #:	10-11-24
PCC ID #:	NA
Title:	Review of the New License Plate Registration System
Presenter:	Gene Ferrick, Chair, Campus Affairs Committee
Date of SEC Review:	April 21, 2011
Date of Senate Review:	May 4, 2011
Voting (highlight one):	<ol style="list-style-type: none"> 1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	The University Department of Transportation Services (DOTS) has begun using License Plate Recognition (LPR) systems to scan campus parking lots for parking violations. There is a concern about what information from the LPR scans is being collected, how that information is stored, and who has access to the data.
Relevant Policy # & URL:	NA
Recommendation:	<p>The Campus Affairs Committee recommends that DOTS store the data collected from the LPR system scans for no more than 30 days.</p> <p>Additionally, CAC requests that DOTS and Public Safety report back to the committee after one year on the usefulness of the stored data; if the length of time to store the data is appropriate for their needs; and who has requested the data.</p>
Committee Work:	<p>The Campus Affairs Committee (CAC) was charged with reviewing the new License Plate Recognition (LPR) system recently implemented by the University Department of Transportation Services (DOTS).</p> <p>CAC first reviewed and discussed the charge at its December 7, 2011 meeting. There were concerns with the length of time the data was being stored (1 year) and if or by whom the data could be requested via a Freedom of Information Act (FOIA). CAC agreed to consult with: DOTS, The University of Maryland Department of Public Safety (UMPD), and the Office of Legal Affairs (Legal Office).</p>

	<p>At the January 25, 2011, CAC met with David Allen, Director of DOTS to explain the LPR system and the current practice of storing the data. Allen described in detail exactly how the LPR system works.</p> <p>In February, CAC contacted the Legal Office about the legality of persons requesting the data from the LPR scans. At the March 8, 2011 meeting the CAC reviewed responses from both the Legal Office and Chief Mitchell. The Legal Office informed the committee that the scanned data was in fact public information and could be requested. In addition, a letter from Chief Mitchell stated that the data from the DOTS LPR system could be kept for 90 days instead of 1 year. CAC decided to ask Chief Mitchell to consider lowering that recommendation to 30 days maximum.</p> <p>At the April 5, 2011 meeting Chief Mitchell and Diane Krejsa, University Council were present to explain the benefits of the data and the method of requesting a release of the data. After a thorough discussion of both the DOTS LPR system and UMPD's stationary LPR system, and a review of what the data looks like and the information contained within it; the committee and Chief Mitchell came to the agreement to keep the LPR system data for a maximum of 30 days.</p>
Alternatives:	The current practice of keeping the stored data for a year could continue.
Risks:	There are no known risks.
Financial Implications:	There are no financial implications.
Further Approvals Required:	No further approvals are required.

Campus Affairs Committee Report
Review of the New License Plate Registration System
April 2011

Background

The Senate Executive Committee (SEC) charged the Campus Affairs Committee (CAC) with reviewing the new License Plate Recognition (LPR) system recently implemented by the University Department of Transportation Services (DOTS). DOTS is using the LPR system to scan campus parking lots for parking violations. The University of Maryland Department of Public Safety (UMPD) has a similar stationary LPR system throughout campus entrances and exits for public safety purposes. It was requested that the data collected in scans from the DOTS LPR system be stored for a year for possible assistance in UMPD Safety investigations. Concerns were raised about the LPR scans and what information is being collected, how that information is stored, and who has access to the data.

Committee Work

CAC first reviewed and discussed the charge at the December 7, 2011 meeting. There were immediate concerns with the length of time the data was being stored (1 year). The basis of the concerns stemmed from the Freedom of Information Act (FOIA) and whether the information could be requested and by whom. It was at this meeting that CAC agreed to consult with: DOTS, UMPD, and the President's Office of Legal Affairs.

At the January 25, 2011 meeting David Allen, Director of DOTS was on hand to explain the LPR system and the current practice of storing the data. The University is the first university in the country to use this type of LPR system. Allen described exactly how the LPR system works; a scanner is mounted to a DOTS vehicle that scans license plates while in motion; license plates can be scanned at speeds up to 129mph. The scans are then filtered into a database where it is compared to data for the parking lots to determine if the vehicles are registered on campus and whether they are in the correct parking lot.

The data from the scans is stored in the LPR system for three days, after three days the system automatically dumps the data. The data of vehicles scanned and found in violation are kept for three years, similar to the previous practice of DOTS while using the hanging permits and verifying violations manually. For records purposes, DOTS only needs the data from the ticketed vehicles. All of the data being scanned by the DOTS LPR system is downloaded into the DOTS server and is only accessible to Allen and his Senior Associate Director.

DOTS shared information about their new LPR system with the UMPD. They were excited at the potential for using the data collected to help with police investigations. Initially, DOTS agreed to UMPD's request to retain all the data scanned with the LPR system for 1 year, in the event UMPD would need to request the data to assist in an investigation.

Because of FIOA requests there was still concern with the length of time the data is being stored. It was also unclear if the data could be requested for a specific day, allowing for all license plate data from that day to be released or if it would need to be a narrower request for specific license plate numbers. There was also concern about stalking, as well as other issues of privacy. However, members of CAC saw the

potential benefits of having the data readily available for the use in UMPD's investigations into crimes and other high-risk situations, but did not feel it was necessary for the data to be stored for a full year. Instead, it was suggested that 90 days should be the maximum, but closer to 30 days or less would be better. CAC agreed to contact Chief David Mitchell, UMPD for his input on the appropriate and optimal number of days for the data to be stored.

In February, CAC contacted the Office of Legal Affairs for comment on the legality of persons requesting the data from the LPR scans. At the March 8, 2011 meeting the CAC reviewed responses from both Diane Krejsa, Counsel from the Office of Legal Affairs and Chief Mitchell. Ms. Krejsa informed the committee that the scanned data was in fact public information and could be requested. It had been thought that the license plate scans of students would be protected under the statute of Educational Records, but because the LPR systems scans are only a picture of the license plate and do not have any direct personal information linking the picture to someone it would be public record and not protected. In addition, a letter from Chief Mitchell stated that the data from the DOTS LPR system could be kept for 90 days instead of 1 year. CAC decided to ask Chief Mitchell to consider lowering that recommendation to 30 days maximum.

At the April 5, 2011 meeting Chief Mitchell and Diane Krejsa were present to explain the benefits of the data and the method of requesting a release of the data. After a thorough discussion of the DOTS LPR system, the UMPD's stationary LPR system at exits and entrances of campus, and a review of what the data looks like and information contained within it; the committee and Chief Mitchell came to an agreement to keep the LPR system data for a maximum of 30 days.

Recommendation

The Campus Affairs Committee recommends that DOTS store the data collected from the LPR system scans for no more than 30 days.

Additionally, CAC requests that DOTS and UMPD report back to the committee after one year on the usefulness of the stored data; if the length of time to store the data is appropriate for their needs; and who has requested the data.

Appendices

Appendix 1- Letter from Chief Mitchell

Appendix 2- Charge

Appendix 3- Proposal



UNIVERSITY OF MARYLAND

DEPARTMENT OF PUBLIC SAFETY

Internationally Accredited

Public Safety Headquarters
College Park, Maryland 20742-6011
301.405.3555 TEL 301.314.9552 FAX
www.umdps.umd.edu

February 8, 2011

TO: CAMPUS AFFAIRS COMMITTEE
CAMPUS TRANSPORTATION ADVISORY COMMITTEE

It has come to my attention that there is some issue over the length of time that the Department of Transportation Services maintains their data of vehicles parking on campus. These are not vehicles that receive parking tickets, but rather all vehicles that are scanned on a daily basis.

This information would prove useful to us in matters of criminal investigation, and some time for retention is warranted. I would be comfortable if DOTS were to maintain this data for a period of 90 days. This would give us a window of opportunity to ascertain the presence of a vehicle on campus if an investigation were active.


Sincerely,

A handwritten signature in blue ink, appearing to read "David B. Mitchell", followed by a long horizontal line.

David B. Mitchell
Chief of Police and
Director of Public Safety



University Senate CHARGE

Date:	November 19, 2010
To:	Gene Ferrick Chair, Campus Affairs Committee
From:	Linda Mabbs Chair, University Senate 
Subject:	Review of the New License Plate Registration System
Senate Document #:	10-11-24
Deadline:	March 28, 2011

The Senate Executive Committee (SEC) requests that the Campus Affairs Committee review the new license plate registration system recently implemented by the University Department of Transportation Services (DOTS).

Recently, DOTS has begun using License Plate Recognition (LPR) systems to scan campus parking lots for parking violations. The State of Maryland Police Departments have been using this system for the past five years. Our University Police Department has also uses stationary LPR systems throughout campus entrances and exits for public safety purposes. Recently, there has been concern about what information is collected when the LPR systems are used, how that information is stored, and who has access to this data. The attached request expands on some of those concerns.

The SEC requests that the Campus Affairs Committee conduct a thorough review of the new license plate registration and scanning system that is being implemented by DOTS and report back on your findings and any areas of concern.

Specifically, we ask that you:

1. Review what information is collected using this new system, how it is stored, how long it is kept, and how it is shared.
2. Research whether similar systems are being used at our peer institutions.
3. Consult with the Department of Transportation Services and their Director, Mr. J. David Allen, regarding the specific uses of this new system.

4. Consult with the University Chief of Police or a representative of the University Department of Public Safety regarding the department's intentions for using information collected by the DOTS scanning system for matters of public safety.
5. Consult with a representative of the University's Legal Office regarding the legality of sharing this data with law enforcement (e.g. University, Prince Georges County, Montgomery County Police Departments) or with other individuals.
6. Review the process by which data from the scanning system can be requested and by whom.
7. Recommend whether changes should be made to how the system is used, how data is collected, and how it is shared.

We ask that you submit your report and recommendations to the Senate Office no later than March 28, 2011. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.



University Senate PROPOSAL FORM

Name:	Mark P. Leone, SEC
Date:	10/18/10
Title of Proposal:	Review of the New License Plate Registration System
Phone Number:	405-1429
Email Address:	mleone@anth.umd.edu
Campus Address:	1124 Woods Hall
Unit/Department/College:	Anthropology/BSOS
Constituency (faculty, staff, undergraduate, graduate):	Faculty
Description of issue/concern/policy in question:	<p>The introduction of the new license plate registration system the Department of Transportation Services (DOTS) has raised questions and concerns. I request that the Campus Affairs Committee examine the new registration system. The committee needs to look at the entirety of the new process and provide a description of it to the SEC.</p> <p>One place to begin is the information provided by J. David Allen, Director of Transportation Services as noted in the August 31, 2010 SEC Minutes under Agenda Item 9: Update on parking Fee Increases & New Parking Permit Process.</p> <ul style="list-style-type: none"> “License plates are stored as images and DOTS is working with police to decide how long they should keep this information. Right now they plan to keep non-ticketed license plate information for about a week to a week and a half. Having this information will also allow DOTS to collaborate with police to locate stolen cars or gather information about missing employees.”
Description of action/changes you would like to see implemented and why:	<p>Among the issues to be examined are the following:</p> <p>The Department of Transportation Services is in the process of initiating a practice of photographing all student, faculty, and staff license plates. This may be done as cars enter the campus, but the</p>

	<p>process and locale isn't completely clear. The scanned license plate is to be stored in a database and is available to workers who check on whether a car is parked legally or illegally. If more information is collected than is now obtained when one registers a car for a parking permit, I would like to know what the new information is. Will the database be shared and with what other entities? How long will the database be maintained? If there are infractions, how long will that set of data be kept?</p> <p>2. Why scan the plate? When cars are registered, the tag number is given. Why not just scan the cars in the lots instead of entering vehicles? Will scooters be scanned? If the cars are “merely” scanned in the lots and found to be registered, no record need be made. What happens if a registered person has a rental car? Must they then go through some process to “register” that car for a few days?</p> <p>3 What is the legal basis for the scans and a comparison of them with other databases, particularly from the Prince George's County Police Department?</p> <p>4. There are, of course, other security considerations that may underlie what is proposed. Campus police reported last spring that all plates, on all cars coming to campus are scanned and then compared with plates from other police departments, particularly Prince George's County. The SEC was told by the then acting Chief of Police that criminals and potential criminals entering campus from the county understood that they would be noticed immediately when they entered campus. How will this surveillance system affect students, faculty, and staff? How is the history of infractions shared or not shared? How is privacy protected? It would be helpful to know how many arrests have been made as a result of such data.</p>
<p>Suggestions for how your proposal could be put into practice:</p>	<p>Report any findings or concerns to the SEC.</p>
<p>Additional Information:</p>	<p>A suggested deadline for the committee’s report could be February 1, 2011.</p>



University Senate TRANSMITTAL FORM

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

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

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

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

PCC LOG NO.

10047

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

College/School:

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

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

Department/Program:

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

Type of Action (choose one):

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

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

Summary of Proposed Action:

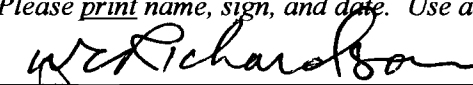
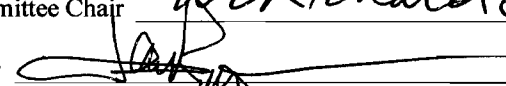
Change current single-track curriculum to three-track curriculum.

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

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

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

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

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

**PROPOSAL FOR
PROGRAM CHANGE**

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

Bachelor of Arts in Studio Art

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

PROPOSED INITIATION DATE: Fall 2012

Department of Art Undergraduate Curriculum Revision 10/2010

Table of Contents

- a) Overview and Rationale. Pages 3 – 6.
- b) Track 1. Specific explanation of changes with discussion of cost and staffing. Pages 6 – 8.
- c) Track 2. Specific explanation of changes with discussion of cost and staffing. Pages 8– 9.
- d) Track 3. Specific explanation of changes with discussion of cost and staffing. Pages 9 – 11.
- e) Table comparing current single track BA in Studio Art with Track 1. Page 12.
- f) Comparison of Track 2 and Track 3, Advanced Specializations in Art and Graphic Design. Pages 13 – 14.
- g) Catalogue entry for new ARTT Major program. Page 15 – 18.
- h) Lists of current and proposed Catalogue course descriptions for current, new, and revised Graphic Design courses. Page 19 – 21.
- i) Staffing structures and course offerings for Fall and Spring semester rotations in Graphic Design area. Page 22.
- j) Lists of current and proposed Catalogue course descriptions for current, new, and revised Digital Media courses. Page 23.
- k) Staffing structures and course offerings for Fall and Spring semester rotations in Digital Media area. Page 24.
- l) Academic Plans for Tracks 1, 2, and 3 using CORE. and new GenEd requirements. Pages 25 – 30
- m) OIRP Data: ARTT credits taken by majors 2003-2007. Pages 31 – 32.

OVERVIEW

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

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

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

RATIONALE

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Course changes and cost/staffing for Track 2:

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

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

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

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

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

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

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

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

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

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

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

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

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

Track 2

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

Digital Media:

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

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

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

Painting:

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

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

Printmaking:

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

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

Track 3

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

Foundation Courses: 18 Credits

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

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

Supporting Area: **12 credits**

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

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

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

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

Graphic Design elective courses: **6 credits**

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

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

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

PROPOSED ARTT LISTING FOR UNDERGRADUATE CATALOGUE

The Major

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

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

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

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

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

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

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

For information about the Portfolio Review process for Tracks 2 and 3 please see Department of Art Website: http://art.umd.edu/advancedspecialization_application_information.html

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

Foundation Courses **18 Credits**

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

Intermediate Courses: **9 Credits**

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

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

Advanced Courses: **9 Credits**

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

Supporting Area: **12 Credits**

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

Total **48 Credits**

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

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

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

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

Digital Media:

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

Painting:

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

Printmaking:

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

Sculpture:

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

Intermedia:

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

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

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

Track 3 Requirements

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

Graphic Design Advanced Specialization: Required courses - 21 credits

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

Graphic Design elective courses: Student choice – 6 credits.

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

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

Catalogue Listings for Current and Proposed Courses

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

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

2. Current Graphic Design Courses from Undergraduate Catalogue

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4. Current Digital Media Courses from Undergraduate Catalogue

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

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

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

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

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

5. Proposed Digital Media Courses for Undergraduate Catalogue

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

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

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

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

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

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

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

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

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

YEAR 1

Semester 1

CORE/ARHU/ELECTIVES

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

MAJOR

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

Semester 2

CORE/ARHU/ELECTIVES

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

1st YEAR *Benchmarks*:

CORE: Fundamental English and Math requirements

MAJOR: ARTT100, 110, 150

MAJOR

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

YEAR 2

Semester 3

CORE/ARHU/ELECTIVES

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

MAJOR

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

Semester 4

CORE/ARHU/ELECTIVES

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

2nd YEAR *Benchmarks*:

CORE: 7 of 9 Distributive Studies Courses)

ARHU: Foreign language sequence completed.

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

MAJOR

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

YEAR 3

Semester 5

CORE/ARHU/ELECTIVES

CORE Advanced Studies (#1)
CORE Professional Writing (ENGL 391/392/393/394/395)
Elective (1xx-4xx)

MAJOR

ARTT320/ARTT33_/ARTT34_/ARTT370
ARTT320/ARTT33_/ARTT34_/ARTT370)

Semester 6

CORE/ARHU/ELECTIVES

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

3rd YEAR *Benchmarks*:

CORE: Complete all courses.

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

MAJOR

ARTT320/ARTT33_/ARTT34_/ARTT370)
ARTH 3xx-4xx or Art Theory 4xx

YEAR 4

Semester 7

CORE/ARHU/ELECTIVES

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

MAJOR

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

Semester 8

CORE/ARHU/ELECTIVES

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

MAJOR

ARTT 3xx/ 4xx
ARTT 4xx

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

YEAR 1

Semester 1

GEN-ED/ARHU/ELECTIVES

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

MAJOR

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

Semester 2

GEN-ED/ARHU/ELECTIVES

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

MAJOR

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

1st YEAR *Benchmarks:*

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

MAJOR: ARTT100, 110, 150

YEAR 2

Semester 3

GEN-ED/ARHU/ELECTIVES

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

MAJOR

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

Semester 4

CORE/ARHU/ELECTIVES

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

MAJOR

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

2nd YEAR *Benchmarks:*

GEN-ED: 5 of 9 Distributive Studies Courses)

ARHU: Foreign language sequence completed.

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

YEAR 3

Semester 5

GEN-ED/ARHU/ELECTIVES

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

MAJOR

ARTT320/ARTT33_/ARTT34_/ARTT35_
ARTT320/ARTT33_/ARTT34_/ARTT370

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

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

Semester 6

GEN-ED/ARHU/ELECTIVES

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

MAJOR

ARTT320/ARTT33_/ARTT34_/ARTT370
ARTH 3xx-4xx or Art Theory

3rd YEAR *Benchmarks:*

GEN-ED: Complete all requirements.

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

YEAR 4

Semester 7

GEN-ED/ARHU/ELECTIVES

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

MAJOR

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

Semester 8

GEN-ED/ARHU/ELECTIVES

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

MAJOR

ARTT 4xx
ARTT 3xx-4xx

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

YEAR 1

Semester 1

CORE/ARHU/ELECTIVES

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

MAJOR

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

Semester 2

CORE/ARHU/ELECTIVES

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

1st YEAR *Benchmarks:*

CORE: Fundamental English and Math requirements

MAJOR: ARTT100, 110, 150

MAJOR

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

YEAR 2

Semester 3

CORE/ARHU/ELECTIVES

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

MAJOR

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

Semester 4

CORE/ARHU/ELECTIVES

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

2nd YEAR *Benchmarks:*

CORE: 7 of 9 Distributive Studies Courses)

ARHU: Foreign language sequence completed.

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

MAJOR

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

YEAR 3

Semester 5

CORE/ARHU/ELECTIVES

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

MAJOR

ARTT320/ARTT33_/ARTT34_/ARTT370
ARTT320/ARTT33_/ARTT34_/ARTT370
ARTT 418/ARTT 3xx-4xx/ARTH 3xx-4xx/Theory

Semester 6

CORE/ARHU/ELECTIVES

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

3rd YEAR *Benchmarks:*

CORE: Complete all courses.

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

MAJOR

ARTT 3xx-4xx or ARTT 418
ARTH 3xx-4xx or Art Theory 4xx
ARTT320/ARTT33_/ARTT34_/ARTT370

YEAR 4

Semester 7

CORE/ARHU/ELECTIVES

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

MAJOR

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

Semester 8

CORE/ARHU/ELECTIVES

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

MAJOR

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

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

YEAR 1

Semester 1

GEN-ED/ARHU/ELECTIVES

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

MAJOR

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

Semester 2

GEN-ED/ARHU/ELECTIVES

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

MAJOR

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

1st YEAR **Benchmarks:**

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

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

YEAR 2

Semester 3

GEN-ED/ARHU/ELECTIVES

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

MAJOR

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

Semester 4

GEN-ED/ARHU/ELECTIVES

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

MAJOR

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

2nd YEAR **Benchmarks:**

GEN-ED: 5 of 9 Distributive Studies Courses)

ARHU: Foreign language sequence completed.

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

YEAR 3

Semester 5

GEN-ED/ARHU/ELECTIVES

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

MAJOR

ARTT 320/ARTT33_/ARTT34_/ARTT35_
ARTT 320/ARTT33_/ARTT34_/ARTT35_
ARTT 418/ARTT 3xx-4xx/ARTH 3xx-

4xx/Theory

Semester 6

GEN-ED/ARHU/ELECTIVES

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

MAJOR

ARTT 320/ARTT33_/ARTT34_/ARTT370
ARTH (3xx-4xx) or Art Theory (Diversity)
ARTT 3xx/4xx/ARTT 418

3rd YEAR **Benchmarks:**

GEN-ED: 7 of 8 Distributive, Diversity

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

YEAR 4

Semester 7

GEN-ED/ARHU/ELECTIVES

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

MAJOR

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

Semester 8

GEN-ED/ARHU/ELECTIVES

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

MAJOR

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

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

YEAR 1

Semester 1

CORE/ARHU/ELECTIVES

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

MAJOR

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

Semester 2

CORE/ARHU/ELECTIVES

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

MAJOR

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

1st YEAR *Benchmarks:*

CORE: Fundamental English and Math requirements

MAJOR: ARTT100, 110, 150

YEAR 2

Semester 3

CORE/ARHU/ELECTIVES

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

MAJOR

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

Semester 4

CORE/ARHU/ELECTIVES

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

MAJOR

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

2nd YEAR *Benchmarks:*

CORE: 7 of 9 Distributive Studies Courses)

ARHU: Foreign language sequence completed.

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

YEAR 3

Semester 5

CORE/ARHU/ELECTIVES

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

MAJOR

ARTT320/ARTT33_/ARTT34_/ARTT370
ARTT 355
ARTT 356
ARTT 358 (Required)

Semester 6

CORE/ARHU/ELECTIVES

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

MAJOR

ARTT 357 (Required)
ARTH 3xx-4xx or Art Theory 4xx
ARTT320/ARTT33_/ARTT34_/ARTT370

3rd YEAR *Benchmarks:*

CORE: Complete all courses.

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

YEAR 4

Semester 7

CORE/ARHU/ELECTIVES

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

MAJOR

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

Semester 8

CORE/ARHU/ELECTIVES

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

MAJOR

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

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

YEAR 1

Semester 1

GEN-ED/ARHU/ELECTIVES

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

MAJOR

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

Semester 2

GEN-ED/ARHU/ELECTIVES

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

MAJOR

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

1st YEAR **Benchmarks:**

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

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

YEAR 2

Semester 3

GEN-ED/ARHU/ELECTIVES

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

MAJOR

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

Semester 4

CORE/ARHU/ELECTIVES

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

MAJOR

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

2nd YEAR **Benchmarks:**

GEN-ED: 5 of 8 Distributive Studies Courses)

ARHU: Foreign language sequence completed.

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

YEAR 3

Semester 5

GEN-ED/ARHU/ELECTIVES

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

MAJOR

ARTT 320/ARTT33_/ARTT34_/ARTT35_
ARTT 355 (Fall only) (Required)
ARTT 356 (Fall only) (Required)

Semester 6

GEN-ED/ARHU/ELECTIVES

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

MAJOR

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

ARTT320/ARTT33_/ARTT34_/ARTT370

3rd YEAR **Benchmarks:**

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

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

YEAR 4

Semester 7

GEN-ED/ARHU/ELECTIVES

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

MAJOR

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

Semester 8

GEN-ED/ARHU/ELECTIVES

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

MAJOR

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

OIRP DATA: ARTT MAJORS 2003 – 2007 ARTT CREDITS TAKEN

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

See following page for explanation of data.

Explanation/Analysis of Data

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

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



University Senate TRANSMITTAL FORM

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

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

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

Background

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

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

Committee Work

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

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

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

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

Recommendation

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

Appendices

Appendix 1- Revised Policy

Appendix 2- Current Policy

Appendix 3- Charge

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

APPROVED BY THE PRESIDENT 1 AUGUST 1991

I. Policy

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

~~II. Guidelines~~

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

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

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

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

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

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

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

II. Eligibility

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

III. Guidelines

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

IV. Procedures

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

V. Accountability

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



Appendix 2
Current Policy

Consolidated USMH & UMCP Policies and Procedures Manual

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

APPROVED BY THE PRESIDENT 1 AUGUST 1991

I. Policy

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

II. Guidelines

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

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Appendix 3
Charge



**University Senate
CHARGE**

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

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

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

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

Proposed Revisions to Policy

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

Unknown
Field Code Changed

APPROVED BY THE PRESIDENT 1 AUGUST 1991

I. Policy

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

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II. Eligibility

A. Faculty member must be an instructional faculty member.

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

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C. Non-creditable “collegial” sick leave is available beginning the first day of an appointment.

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III. Guidelines

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

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

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

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

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

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

over to the next year.

IV. Procedures

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

V. Accountability

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

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University Senate TRANSMITTAL FORM

Senate Document #:	10-11-54
PCC ID #:	NA
Title:	Amendment to the UMCP Policy on Sabbatical Leave for Faculty
Presenter:	Robert Schwab Chair, Faculty Affairs Committee
Date of SEC Review:	April 21, 2011
Date of Senate Review:	May 4, 2011
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:	Currently, the UMCP policy for sabbatical leave mandates that tenured faculty members must make their leave requests at least six months prior to the commencement of leave. There are circumstances such as the delay caused by tenure deliberations and last minute opportunities that do not allow for this mandate to be met. The current practice has been to consider these on a case-by-case basis. However, the Legal Office has advised that this practice should be made an official element of the policy.
Relevant Policy # & URL:	II-2.00 (A) UMCP Policy on Sabbatical Leave for Faculty http://www.president.umd.edu/policies/ii200a.html
Recommendation:	<p>The Faculty Affairs Committee recommends that the Senate approve the proposed amendments to the UMCP Policy on Sabbatical Leave for Faculty (II-2.00(A)).</p> <p>E. Application for Sabbatical Leave</p> <ol style="list-style-type: none"> 1. Application must be made at least six months prior to the commencement of the proposed sabbatical leave except as provided in E.4. 2. Applications should be addressed to the faculty member's Department Chairperson or equivalent academic administrator. 3. Applications must contain: <ol style="list-style-type: none"> a. a detailed description of the project; b. the expected results of the project; c. a statement concerning the value of the project to the mission of UMCP, and to the faculty member's

	<p>professional development; and</p> <ul style="list-style-type: none"> d. the date the faculty member became tenured at UMCP, and a description of responsibilities and accomplishments; e. the faculty member's assessment of the effect on the academic program, and a plan to minimize the disruption. <p>4. The Department Chairperson or equivalent academic administrator has discretion to waive the six (6) month application period on a case-by-case basis upon submission of supporting justification, provided all applications are received on or by ninety (90) days prior to the commencement of the proposed sabbatical leave.</p>
Committee Work:	<p>The Senate Executive Committee (SEC) charged the Faculty Affairs Committee (FAC) with reviewing the proposed amendments to the UMCP Policy on Sabbatical Leave for Faculty (II-2.00(A)) on April 11, 2011. The FAC reviewed and discussed the charge, proposal, and proposed amendments at its April 14, 2011 meeting. After a thorough review, FAC concluded that the proposed amendments were appropriate and would incorporate the current practice into the official policy. However, the committee agreed to slightly alter the proposed language to include, "by ninety (90) days prior to the commencement of the proposed sabbatical leave," to allow for increased flexibility. The committee voted to approve the proposed amendments as revised.</p>
Alternatives:	<p>The current policy could remain unchanged and the current practice of reviewing these requests on a case-by-case basis without it being an official element of the policy could continue.</p>
Risks:	<p>The University could be held liable if they continue the practice without officially including it in the policy.</p>
Financial Implications:	<p>There are no financial implications.</p>
Further Approvals Required: <i>(*Important for PCC Items)</i>	<p>Senate and Presidential approval are required.</p>

Faculty Affairs Committee Report
Amendment to the UMCP Policy on Sabbatical Leave for Faculty
April 2011

Background

Currently, the UMCP Policy on Sabbatical Leave for Faculty (II-2.00(A)) mandates that tenured faculty members must make their leave requests at least six months prior to the commencement of leave. There are circumstances such as the delay caused by tenure deliberations and last minute opportunities that do not allow for this mandate to be met. The current practice has been to consider these on a case-by-case basis. However, the Legal Office has advised that this practice should be made an official element of the policy. The Office of Faculty Affairs has proposed additional language for the policy to include situations of case-by-case exceptions.

Committee Work

The Senate Executive Committee (SEC) charged the Faculty Affairs Committee (FAC) with reviewing the proposed amendments to the UMCP Policy on Sabbatical Leave for Faculty (II-2.00(A)) on April 11, 2011. The FAC reviewed and discussed the charge, proposal, and proposed amendments at its April 14, 2011 meeting. Dr. Juan Uriagereka, Associate Provost, Office of Faculty Affairs was present to explain the rationale behind the amendments. After a thorough review, FAC concluded that the proposed amendments were appropriate and would incorporate the current practice into the official policy. However, the committee agreed to slightly alter the proposed language to include, "by ninety (90) days prior to the commencement of the proposed sabbatical leave," to allow for increased flexibility. The committee voted to approve the proposed amendments as revised.

Recommendation

The Faculty Affairs Committee recommends that the Senate approve the proposed amendments to the UMCP Policy on Sabbatical Leave for Faculty (II-2.00(A)).

E. Application for Sabbatical Leave

1. Application must be made at least six months prior to the commencement of the proposed sabbatical leave [except as provided in E.4.](#)
2. Applications should be addressed to the faculty member's Department Chairperson or equivalent academic administrator.
3. Applications must contain:
 - a. a detailed description of the project;
 - b. the expected results of the project;
 - c. a statement concerning the value of the project to the mission of UMCP, and to the faculty member's professional development; and
 - d. the date the faculty member became tenured at UMCP, and a description of responsibilities and accomplishments;
 - e. the faculty member's assessment of the effect on the academic program, and a plan to minimize the disruption.
4. [The Department Chairperson or equivalent academic administrator has discretion to waive the six \(6\) month application period on a case-by-case basis upon submission of supporting](#)

justification, provided all applications are received on or by ninety (90) days prior to the commencement of the proposed sabbatical leave.

Appendices

Appendix 1 Proposed Amendments

Appendix 2 Current Policy

Appendix 3 Charge and Proposal

Proposed Sabbatical Policy Amendments

II-2.00(A) UMCP Policy and Procedures on Sabbatical Leave for Faculty

The President shall grant sabbatical leaves to faculty members consistent with UMS Bylaws, Policies and procedures of the Board of Regents II-2.00, and the following guidelines:

A. Eligibility Requirements

1. Full-Time Faculty
 - a. Must be tenured at UMCP
 - b. Must have a minimum of six years full-time service at UMCP since any previously granted sabbatical leave, or at the time of an initial sabbatical leave.
 - c. Leave of absence without pay shall not be counted as service to UMCP for purposes of sabbatical leave.
 - d. Service at other UMS institutions may, at the sole discretion of the President, be considered toward eligibility for sabbatical leave in the same manner as service at UMCP.
 - e. Unless specifically stated otherwise, a faculty member engaged in compensated activities on behalf of the University, outside the academic program or unit shall be permitted to treat the period of such service toward eligibility for sabbatical leave.
2. Part-Time Faculty
 - a. Must be tenured at UMCP.
 - b. Must have a minimum of six years full-time service at UMCP since any previously granted sabbatical leave, or at the time of an initial sabbatical leave.
 - c. Leave of absence without pay shall not be counted as service to UMCP for purposes of sabbatical leave.
 - d. Part-time service at other UMS institutions may, at the sole discretion of the President, be considered toward eligibility for sabbatical leave in the same manner as service at UMCP.
 - e. Unless specifically stated otherwise, a faculty member engaged in compensated activities on behalf of the University, outside the academic program or unit shall be permitted to treat the period of such service toward eligibility for sabbatical leave

B. Duration of Sabbatical Leave

1. Full- and part-time faculty members may be granted sabbatical leave for either:
 - a. One-half the faculty member's annual contract period at full compensation; or
 - b. The full annual contract period at one-half normal compensation. (Example- twelve month contract- twelve month sabbatical at one-half compensation, or six month sabbatical at full compensation.)
2. The President may award sabbatical leave of greater than twelve months duration to a faculty member of long standing with distinguished and meritorious service to UMCP. In no case should sabbatical leave exceed twenty four months at one-half compensation.

C. Considerations for Awarding Sabbatical Leave

1. Opportunity to conduct scholarly work and to increase the faculty member's value to UMCP in carrying out its mission.
2. Opportunity to conduct important research and increase the faculty member's standing in the professional community.
3. Disruption to the academic program or unit is minimized.

D. Additional Compensation and Benefits

1. A faculty member will normally be permitted to accept only such grants, contacts, awards, fellowships, and other compensation as are given to support the approved sabbatical project. The approval of the President must be obtained prior to accepting any compensation beyond that provided by UMCP.
2. A faculty member will normally be permitted to accept compensation for consulting services consistent with UMCP policies on outside consulting. The prior approval of the President must be obtained.
3. A faculty member who receives compensations without the approval of the President, as required by this policy, will be required to return all compensation received from UMCP for the support of the sabbatical project.
4. All benefits available to the faculty member under normal service shall be available during sabbatical leave unless otherwise specified.

E. Application for Sabbatical Leave

1. Application must be made at least six months prior to the commencement of the proposed sabbatical leave [except as provided in E.4.](#)
2. Applications should be addressed to the faculty member's Department Chairperson or equivalent academic administrator.
3. Applications must contain
 - a. A detailed description of the project;
 - b. The expected results of the project;
 - c. A statement concerning the value of the project to the mission of UMCP, and the faculty member's professional development ; and
 - d. The date the faculty member became tenured at UMCP, and a description of the responsibilities and accomplishments;
 - e. The faculty member's assessment of the effect on the academic program, and a plan to minimize the disruption.
4. [The Department Chairperson or equivalent academic administrator has discretion to waive the six \(6\) month application period on a case-by-case basis upon submission of supporting justification, provided all applications are received on or by ninety \(90\) days prior to the commencement of the proposed sabbatical leave.](#)

F. Approval Procedure

1. The Department Chairperson shall review each application for sabbatical leave and make a recommendation to approve, postpone or reject the application. The recommendations should clearly state;
 - a. The reasons for the decision including an appraisal of the project;

- b. Why the decision is consistent with this policy;
 - c. And assessment of the effect of the faculty member's absence on the academic program.
2. The application and review are to be forwarded to the Dean for recommendation and comment. The Dean shall determine whether any further recommendations are appropriate prior to forwarding the application to the Vice President for Academic Affairs.
3. Applications are routed through the Vice President for Academic Affairs to the President. The President, or a designee, may approve, postpone, or reject the application for sabbatical leave. The faculty member shall be notified of the decision by the Office of the Vice President for Academic Affairs, with copies of the decision to the Dean and the Department Chairperson. The faculty member shall receive a copy of any recommendations.
4. The notice of approval of sabbatical leave must contain:
 - a. The beginning and ending dates of the sabbatical leave;
 - b. The amount of compensation;
 - c. An agreement by the faculty member to return promptly to UMCP at the termination of the sabbatical, and to continue service at UMCP for a minimum of one year;
 - d. The specific project for which the sabbatical is granted.

G. Report Requirement

Within three months of returning from sabbatical leave, a faculty member must file a report containing the results of the project, and a detailed accounting of the activities undertaken during leave. The report is to be addressed to the Department Chairperson, with a copy to the Vice President for Academic Affairs.

Appendix 2-Current Policy



Consolidated USMH and UM Policies and Procedures Manual

University of Maryland
Policies and Procedures

SEARCH SITE

II-2.00(A) UMCP Policy on Sabbatical Leave for Faculty

APPROVED BY THE PRESIDENT 1 AUGUST 1991

The President shall grant sabbatical leaves to faculty members consistent with UMS Bylaws, Policies and Procedures of the Board of Regents [II-2.00](#), and the following guidelines:

A. Eligibility Requirements

1. Full-Time Faculty

- a. Must be tenured at UMCP.
- b. Must have a minimum of six years full-time service at UMCP since any previously granted sabbatical leave, or at the time of an initial sabbatical leave.
- c. Leave of absence without pay shall not be counted as service to UMCP for purposes of sabbatical leave.
- d. Service at other UMS institutions may, at the sole discretion of the President, be considered toward eligibility for sabbatical leave in the same manner as service at UMCP.
- e. Unless specifically stated otherwise, a faculty member engaged in compensated activities on behalf of the University, outside the academic program or unit shall be permitted to treat the period of such service toward eligibility for sabbatical leave.

2. Part-Time Faculty

- a. Must be tenured at UMCP.
- b. Must have a minimum of six years of at least part time service at UMCP since any previously granted sabbatical leave, or at the time of an initial sabbatical leave.
- c. Leave of absence without pay shall not be counted as service to UMCP

for purposes of sabbatical leave.

- d. Part-time service at other UMS institutions may, at the sole discretion of the President, be considered toward eligibility for sabbatical leave in the same manner as service at UMCP.
- e. Unless otherwise stated, a faculty member engaged in compensated activities on behalf of UMCP, outside the academic program shall be permitted to treat such service toward eligibility for sabbatical leave.

H. Duration of Sabbatical Leave

1. Full- and part-time faculty members may be granted sabbatical leave for either:
 - a. one-half the faculty member's annual contract period at full compensation; or
 - b. the full annual contract period at one half normal compensation. (example-twelve month contract - twelve month sabbatical at one half compensation, or six month sabbatical at full compensation.)
2. The President may award sabbatical leave of greater than twelve months duration to a faculty member of long standing with distinguished and meritorious service to UMCP. In no case should sabbatical leave exceed twenty four months at one half compensation.

I. Considerations for Awarding Sabbatical Leave

1. Opportunity to conduct scholarly work and to increase the faculty member's value to UMCP in carrying out its mission.
2. Opportunity to conduct important research and increase the faculty member's standing in the professional community.
3. Disruption to the academic program or unit is minimized.

J. Additional Compensation and Benefits

1. A faculty member will normally be permitted to accept only such grants, contacts, awards, fellowships, and other compensation as are given to support the approved sabbatical project. The approval of the President must be obtained prior to accepting any compensation beyond that

provided by UMCP.

2. A faculty member will normally be permitted to accept compensation for consulting services consistent with UMCP policies on outside consulting. The prior approval of the President must be obtained.
3. A faculty member who receives compensation without the approval of the President, as required by this policy, will be required to return all compensation received from UMCP for the support of the sabbatical project.
4. All benefits available to the faculty member under normal service shall be available during sabbatical leave unless otherwise specified.

N. Application for Sabbatical Leave

1. Application must be made at least six months prior to the commencement of the proposed sabbatical leave.
2. Applications should be addressed to the faculty member's Department Chairperson or equivalent academic administrator.
3. Applications must contain:
 - a. a detailed description of the project;
 - b. the expected results of the project;
 - c. a statement concerning the value of the project to the mission of UMCP, and to the faculty member's professional development; and
 - d. the date the faculty member became tenured at UMCP, and a description of responsibilities and accomplishments;
 - e. the faculty member's assessment of the effect on the academic program, and a plan to minimize the disruption.

O. Approval Procedure

1. The Department Chairperson shall review each application for sabbatical leave and make a recommendation to approve, postpone or reject the application. The recommendation should clearly state:
 - a. the reasons for the decision including an appraisal of the project;
 - b. why the decision is consistent with

- this policy;
- c. an assessment of the effect of the faculty member's absence on the academic program.
2. The application and review are to be forwarded to the Dean for recommendation and comment. The Dean shall determine whether any further recommendations are appropriate prior to forwarding the application to the Vice President For Academic Affairs.
 3. Applications are routed through the Vice President for Academic Affairs to the President. The President, or a designee, may approve, postpone, or reject the application for sabbatical leave. The faculty member shall be notified of the decision by the Office of the Vice President for Academic Affairs, with copies of the decision to the Dean and the Department Chairperson. The faculty member shall receive a copy of any recommendations.
 4. The notice of approval of sabbatical leave must contain:
 - a. The beginning and ending dates of the sabbatical leave.
 - b. The amount of compensation.
 - c. An agreement by the faculty member to return promptly to UMCP at the termination of the sabbatical, and to continue service at UMCP for a minimum of one year.
 - d. The specific project for which the sabbatical is granted.


P. Report Requirement

Within three months of returning from sabbatical leave, a faculty member must file a report containing the results of the project, and a detailed accounting of the activities undertaken during the leave. The report is to be addressed to the Department Chairperson, with a copy to the Vice President for Academic Affairs.





**University Senate
CHARGE**

Date:	April 11, 2011
To:	Robert Schwab Chair, Faculty Affairs Committee
From:	Linda Mabbs Chair, University Senate 
Subject:	Amendment to the UMCP Policy on Sabbatical Leave for Faculty
Senate Document #:	10-11-54
Deadline:	April 14, 2011

The Senate Executive Committee (SEC) requests that the Faculty Affairs Committee consider the proposed amendments to the II-2.00(A) UMCP Policy on Sabbatical Leave for Faculty.

Currently, the UMCP policy for sabbatical leave mandates that tenured faculty members must make their leave requests at least six months prior to the commencement of leave. There are circumstances such as the delay caused by tenure deliberations and last minute opportunities that do not allow for this mandate to be met. The current practice has been to consider these on a case-by-case basis. However, the Legal Office has advised that this practice should be made an official element of the policy. The attached proposal outlines the suggested revisions to help codify the practice into our existing policy. The Faculty Affairs Committee should consider whether these amendments and the proposed April 30th deadline are appropriate.

The Office of Faculty Affairs has requested that we expedite this review so that the revisions can be implemented by the end of this academic semester. Therefore, we ask that you submit your report and recommendations to the Senate Office no later than April 14, 2011. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.



University Senate PROPOSAL FORM

Name:	Juan Uriagereka, Associate Provost for Faculty Affairs
Date:	April 6, 2011
Title of Proposal:	Amendment to the UMCP Policy on Sabbatical Leave for Faculty (II.200 (A))
Phone Number:	301-405-4252
Email Address:	juan@umd.edu
Campus Address:	1119 Main Administration Building
Unit/Department/College:	Office of Faculty Affairs
Constituency (faculty, staff, undergraduate, graduate):	Faculty, Administration
Description of issue/concern/policy in question:	Currently, UMCP Policy for Faculty Sabbatical Leave mandates that tenured faculty make their leave requests at least six months prior to the commencement of leave. This has created complications, among other instances, when requested by faculty who are in the process of tenure deliberations. These are typically resolved by April, and thus automatically force new Associate Professors to miss on sabbatical opportunities starting September. Similarly, this dated requirement results in missed opportunities for tenured faculty who receive appointments to programs necessitating a quick response.
Description of action/changes you would like to see implemented and why:	When faculty wish to take sabbatical leave or are presented with outside opportunities necessitating such leave, the academic department head should be able to approve or deny, even when the mandated deadline is past. This would ease complications for those faculty awaiting tenure decisions as well as enable appointment of faculty to programs advantageous to the faculty and UMCP.
Suggestions for how your proposal could be put into practice:	Additional language is proposed for the Policy to include case-by-case exceptions to the six-month request timeframe at the discretion of the Department Chair or equivalent administrator. [Please see attached excerpt from Policy II.200(A) with additional exception E.4] A proposed date of April 30 is suggested for limiting these exceptions, since by that time tenure cases are normally resolved. This date is negotiable.

Additional Information:

University System of Maryland Policy has no restriction for when sabbatical leave may be requested.
There are no known significant financial implications with this proposal.

II.200(A) UMCP Policy and Procedures on Sabbatical Leave for Faculty

* * *

E. Application for Sabbatical Leave

1. Application must be made at least six months prior to the commencement of the proposed sabbatical leave [except as provided in E.4.](#)
2. Applications should be addressed to the faculty member's Department Chairperson or equivalent academic administrator.
3. Applications must contain:
 - a. a detailed description of the project;
 - b. the expected results of the project;
 - c. a statement concerning the value of the project to the mission of UMCP, and to the faculty member's professional development; and
 - d. the date the faculty member became tenured at UMCP, and a description of responsibilities and accomplishments;
 - e. the faculty member's assessment of the effect on the academic program, and a plan to minimize the disruption.
4. [The Department Chairperson or equivalent academic administrator has discretion to waive the six \(6\) month application period on a case-by-case basis upon submission of supporting justification, provided all applications are received on or before April 30.](#)

F. Approval Procedure

1. The Department Chairperson shall review each application for sabbatical leave and make a recommendation to approve, postpone or reject the application. The recommendation should clearly state:
 - a. the reasons for the decision including an appraisal of the project;
 - b. why the decision is consistent with this policy;
 - c. an assessment of the effect of the faculty member's absence on the academic program.
2. The application and review are to be forwarded to the Dean for recommendation and comment. The Dean shall determine whether any further recommendations are appropriate prior to forwarding the application to the Vice President For Academic Affairs.
3. Applications are routed through the Vice President for Academic Affairs to the President. The President, or a designee, may approve, postpone, or reject the application for sabbatical leave. The faculty member shall be notified of the decision by the Office of the Vice President for Academic Affairs, with copies of the decision to the Dean and the Department Chairperson. The faculty member shall receive a copy of any recommendations.
4. The notice of approval of sabbatical leave must contain:
 - a. The beginning and ending dates of the sabbatical leave.
 - b. The amount of compensation.
 - c. An agreement by the faculty member to return promptly to UMCP at the termination of the sabbatical, and to continue service at UMCP for a minimum of one year.
 - d. The specific project for which the sabbatical is granted.



University Senate TRANSMITTAL FORM

Senate Document #:	10-11-13
PCC ID #:	N/A
Title:	Transition of the Senate CORE Committee
Presenter:	Laura Rosenthal, Chair, Senate CORE Committee
Date of SEC Review:	4/8/2011
Date of Senate Review:	4/21/2011
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>At its meeting on April 8, 2010, the University Senate passed a proposal entitled, "Transforming General Education at the University of Maryland" (Senate Document 09-10-34). In the plan, the General Education Task Force identified its vision for the evolution of the Senate CORE Committee. At the beginning of the 2010-2011 academic year, the Senate Executive Committee (SEC) charged the CORE Committee with reviewing its future role as the University transitions to a new General Education program. The CORE Committee was specifically asked to: re-define the charge of the committee to one that aligns with the new vision of General Education; suggest changes to the membership of the committee so that it appropriately reflects its new charge; suggest a new name for the existing CORE Committee that aligns with its role within the new General Education program; and consult with the Senate Elections, Representation, & Governance (ERG) Committee to recommend appropriate changes to the Senate Bylaws to reflect this transition.</p>
Relevant Policy # & URL:	<p>Bylaws of the University Senate: www.senate.umd.edu/governingdocs/bylawsrevised02-09-11.pdf</p>
Recommendation:	<p>The CORE Committee, with endorsement from the ERG Committee, recommends that the attached specifications replace the current committee specifications for the Senate CORE Committee in the Bylaws of the University Senate, establishing a new University Senate General Education Committee. The committee also</p>

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

Senate CORE Committee

Transition of the Senate CORE Committee Report

Senate Document 10-11-13

March 2011

Background

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

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

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

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

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

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

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

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

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

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

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

Committee Work

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

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

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

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

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

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

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

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

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

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

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

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

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

Recommendation

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

Appendices

Appendix 1 – Recommended General Education Committee Specifications for the Bylaws

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

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

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

Appendix 5 – CORE Committee's Request for Endorsement

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

Appendix 7 – Charge from the SEC

Recommended General Education Committee Specifications for the University Senate Bylaws

6.4 General Education Committee:

6.4.a Membership: The committee shall consist of:

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

6.4.b Charge:

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

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

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

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

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

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

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

Appendix 2

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

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

6.4.a Membership: The committee shall consist of:

- (1) A presiding officer, who is a member of the faculty and is appointed by the chair of the Senate ~~from the faculty representatives on the committee;~~
- (2) Ten (10)-Twelve (12) faculty members consisting of:
 - (a) One (1) representative from each of the following entities: the College of Agriculture and Natural Resources; the School of Architecture, Planning, and Preservation; the College of Arts and Humanities; the College of Behavioral and Social Sciences; the Robert H. Smith School of Business and Management; the College of Computer, Mathematical, and Natural Sciences; the College of Education; the A. James Clark School of Engineering; the College of Information Studies; the Philip Merrill College of Journalism; the School of Public Health; and the School of Public Policy;

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

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

6.4.eb Charge:

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

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

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

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

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

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

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

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

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

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

6.4.a Membership: The committee shall consist of:

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

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

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



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To: Laura Rosenthal
Chair, Senate CORE Committee

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

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

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

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

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

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

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

MP:gf

Attachments

CHANGES MADE BY THE ERG COMMITTEE – MARCH 16, 2011

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

6.4 General Education Committee:

6.4.a Membership: The committee shall consist of:

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

6.4.b Charge:

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

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

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

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

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

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

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

ENDORSED BY THE ERG COMMITTEE – MARCH 16, 2011

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

6.4 General Education Committee:

6.4.a Membership: The committee shall consist of:

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

6.4.b Charge:

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

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

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

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

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

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

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



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To: Laura Rosenthal
Chair, Senate CORE Committee

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

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

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

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

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

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

MP:gf



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Date: March 7, 2011

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

From: Laura Rosenthal
Chair, Senate CORE Committee

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

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

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

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

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

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

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

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

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

Attachments

LR:cb

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

6.4 General Education Committee:

6.4.a Membership: The committee shall consist of:

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

6.4.b Charge:

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

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

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

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

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

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

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

Recommended Committee Specifications (with tracked changes)

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

6.4.a Membership: The committee shall consist of:

- (1) A presiding officer, who is a member of the faculty and is appointed by the chair of the Senate ~~from the faculty representatives on the committee;~~
- (2) ~~Ten (10)~~ Twelve (12) faculty members consisting of:
 - (a) One (1) representative from each of the following entities: the College of Agriculture and Natural Resources; the School of Architecture, Planning, and Preservation; the College of Arts and Humanities; the College of Behavioral and Social Sciences; the Robert H. Smith School of Business and Management; the College of Computer, Mathematical, and Natural Sciences; the College of Education; the A. James Clark School of Engineering; the College of Information Studies; the Philip Merrill College of Journalism; the School of Public Health; and the School of Public Policy;

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

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

6.4.eb Charge:

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

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

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

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

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

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

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

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



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October 28, 2010

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

Dear Dr. Rosenthal,

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

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

Sincerely,

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

Linda Mabbs
Chair

Cc: Chelsea Benincasa



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October 19, 2010

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

Dear Ms. Mabbs:

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

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

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

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

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

Sincerely,

Laura J. Rosenthal
Chair, University Senate CORE Committee

LR/cb

Cc: Reka Montfort, Executive Director, University Senate



University Senate CHARGE

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

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

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

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

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

Specifically, we ask that you:

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

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

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



**University Senate
TRANSMITTAL FORM**

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

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

Senate Family Care Review Committee

Senate Document Number 10-11-19

Review of the Family Care Resource and Referral Service

September 2010 to March 2011

Background

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

Committee Work

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

Family Care Resource and Referral Service (FCRRS)

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

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

Seminars

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

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

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

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

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

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

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

Personal Consultations

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

Clients Receiving Personalized Family Care Consultations, September through February 2010

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

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

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

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

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

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

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

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

Website and Family Care Resources

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

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

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

Summary

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

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

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

Recommendations

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

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

Appendices

Appendix 1 – Charge

Appendix 2 – Seminar Evaluation Summary


Appendix 3 – Consultation Log

Appendix 4 – Consultation Evaluation Summary

Appendix 1 - Charge



University Senate CHARGE

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

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

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

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

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

Specifically, we ask that you:

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

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

Appendix 2 - Seminar Evaluation Summary

Navigating the Challenging World of Child Care

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

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

Assessing the Needs of Aging Parents and Relatives

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

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

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

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

Appendix 3 - Consultation Log


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





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



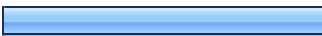


Consultation Log					
Family Care Resources- University of Maryland College Park					
Date	Status	Department	Type of Consult	Consultation	Referral Source
8/28/14	Student	Psychology	Childcare	On-Site	Email
8/28/14	Student	"I School"	Childcare	On-Site	Email
8/28/14	Student	Plant Science	Childcare	On-Site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

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


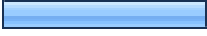

12/9/14	Faculty	Physics	Childcare	On-Site	Email
12/9/14	Student	Biology	Childcare	On-Site	Email
12/13/14	Staff	Environmental Safety	Childcare	Telephone/On-Site	List Service
12/15/14	Staff	University Relations	Childcare	Telephone	Orientation
12/18/14	Faculty	Business School	Childcare	Telephone	Flyer
12/15/14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

Family Care Resource and Referral Service Evaluation 




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

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

3. What was the purpose of your consultation?

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

4. What type of consultation did you have?

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

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


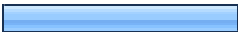


	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Rating Average	Response Count
Promptness in scheduling consultation	0.0% (0)	0.0% (0)	0.0% (0)	29.6% (16)	70.4% (38)	4.70	54
Knowledge of family care resources	0.0% (0)	1.9% (1)	3.7% (2)	22.2% (12)	72.2% (39)	4.65	54
Friendliness/courtesy/respect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



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



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

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

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

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

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

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

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

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

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

1. What did you like best about your consultation?

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

1. What did you like best about your consultation?

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

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

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

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

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

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

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

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

1. Additional comments:

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

1. Additional comments:

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



University Senate TRANSMITTAL FORM

Senate Document #:	10-11-51
PCC ID #:	NA
Title:	Revisions to the Policy for Class Excuses from the Health Center
Presenter:	Matthew Stamm, Chair, Student Affairs Committee
Date of SEC Review:	April 21, 2011
Date of Senate Review:	May 4, 2011
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:	A majority of University of Maryland students are unable to provide documentation of illness in order to be excused from class because the current policy states that the University Health Center does not issue excuse notes and because most students do not have access to a primary care physician within the local area. This leaves students in the position of choosing whether to attend class while ill or accept an unexcused absence and stay home.
Relevant Policy # & URL:	V-1.00(G) Policy for Class Excuses From the Health Center http://www.president.umd.edu/policies/v100g.html
Recommendation:	<p>The Student Affairs Committee recommends approval of the attached revisions to the Policy for Class Excuses From the Health Center (V-1.00(G)).</p> <p>Additionally, the Student Affairs Committee recommends that the new policy be referenced in the Attendance and Assessment/Examination Policy and where appropriate in the Undergraduate and Graduate Student Catalogs.</p>
Committee Work:	<p>In September 2009 the Student Affairs Committee began exploring concerns with the Policy for Class Excuses from the Health Center (V-1.00(G)). In October 2009 the committee met with Dr. Sacred Bodison, Director of the University Health Center to discuss the current policy and procedures for medical excuses.</p> <p>In March 2010, following discussion of the available options for a</p>

	<p>student to receive an excuse due to illness, from the Health Center, the committee submitted a draft of proposed revisions to the policy to Ms. Susan Bayly, University Council and Dr. John Zacker, Director of the Office of Student Conduct. Ms. Bayly and Dr. Zacker offered comments on the proposed policy changes, which were discussed and considered by the committee at their April 2010 meeting.</p> <p>The committee discussed several drafts of the proposed revisions to the policy throughout the fall of the 2010-2011 academic year. In February 2011 the committee agreed on the language for the proposed revisions to the policy and submitted the revisions for review to Ms. Bayly.</p> <p>In March 2011 the proposed revisions of the policy were submitted to; the Office of Faculty Affairs, the Office of Student Conduct, Legal Office, and the Department of Disability Support Services. The proposed revisions were also presented to Dr. Bodison in a meeting on April 1, 2011. All of the suggestions and comments from the above mentioned administrative units and Dr. Bodison were considered and incorporated into the proposed revisions of the policy prior to the committee's April 4, 2011 meeting.</p> <p>On April 11, 2011 Matt Stamm, Chair of the Student Affairs Committee met with Ms. Bayly for a final review of the proposed revisions to the policy. The Student Affairs Committee voted electronically on April 13, 2011 to approve the proposed revisions to the policy.</p>
Alternatives:	The current policy could remain unchanged leaving students with limited alternatives to receiving an excused absence from class.
Risks:	There are no associated risks.
Financial Implications:	There are no financial implications.
Further Approvals Required: <i>(*Important for PCC Items)</i>	Senate and Presidential approval are required.

Senate Student Affairs Committee Report
Revisions to the Policy for Class Excuses From the Health Center
Senate Doc # 10-11-51
April 2011

Background

In September 2009 a member of the 2009-2010 Student Affairs Committee raised concerns with the Policy for Class Excuses From the Health Center (V-1.00(G)). The Committee member noted that the University Health Center does not issue medical excuse notes and most students do not have access to a primary care physician within the local area to issue such a note. Therefore, the majority of University students are unable to provide documentation of illness in order to be excused from class and are left in the position of having to choose whether to attend class while sick, or to accept an unexcused absence and stay home.

Committee Work

The Student Affairs Committee met with Dr. Sacred Bodison, Director of the University Health Center at their October 2009 meeting to discuss the current policy and procedures for medically excused absences. Following a discussion of the available options, the Committee sent a draft policy change to Susan Bayly, University Counsel, Legal Office, and Dr. John Zacker, Director of the Office of Student Conduct, in March 2010. Ms. Bayly and Dr. Zacker offered comments on the proposed policy changes. The Committee discussed and considered the comments at their April 2010 meeting and agreed to continue revising the proposed policy changes.

The Student Affairs Committee resumed work on the proposed policy revisions at the beginning of the 2010-2011 academic year. The Committee invited Dr. Zacker to their October 15, 2010 meeting to review a section of the proposed changes to the policy referencing the Honor Code. Dr. Zacker advised the Committee to remove the reference to the Honor Code, as the section cited relates to examinations only. He instead suggested inserting language referring to the Code of Student Conduct (V-1.00(B) UNIVERSITY OF MARYLAND CODE OF STUDENT CONDUCT); specifically section 9(h) which prohibits providing false information to University officials. The Committee agreed on the language for the proposed changes to the policy and sent the proposed revisions back to Ms. Bayly.

In February 2011 the Committee received feedback from Ms. Bayly. The Committee carefully considered all of her comments and suggestions at their March 2011 meeting. The Committee agreed upon the new revisions to the proposed changes to the policy and sent them back to Ms. Bayly to ensure the revisions were within the University's policy standards.

On March 18, 2011 Matt Stamm, Chair of the Student Affairs Committee, met with Ms. Bayly. The meeting resulted in a new draft of the proposed revisions. This draft of proposed changes to the policy was vetted through, the Office of Faculty Affairs, the Office of Student Conduct, and the Office of Disability Support Services. The new draft also included a change to the policy

name: Policy for a Student's Medically Necessitated Absence from Class. The new draft of the policy was also sent to Dr. Bodison for review by the Health Center Staff's.

On April 1, 2011, Chair Stamm met with Dr. Bodison to discuss the implications of the new revisions for the Health Center. Dr. Bodison and her staff were amiable to the suggested revisions from the committee provided some minor changes were made.

At the April 4, 2011 meeting the process of the many revisions was explained to the committee. It was agreed that once a final draft was available it would be circulated to the committee for final comments and a vote.

Chair Stamm again met with Ms. Bayly on April 11, 2011, which resulted in further edits to the revised policy. Per Ms. Bayly's suggestion, section II.C of the policy, titled "Decisions to Drop a Course for Medical or Psychological Reasons," was removed from the policy. This section was not only outdated, but covered withdrawals from a course(s)-which has a separate policy already in place (this was later verified with the Registrar's Office). The final version of the revised policy was made available to the Student Affairs Committee and put to an electronic vote. The committee voted to approve the recommended policy changes on April 13, 2011.

Recommendation

The Student Affairs Committee recommends the Senate approve the following changes to the Policy for Class Excuses From the Health Center. In addition, the new policy should be referenced in the Attendance and Assessment/Examination Policy and, where appropriate in the Undergraduate and Graduate Student Catalogs.

V-1.00(G) UMCP POLICY FOR ~~CLASS EXCUSES FROM THE HEALTH CENTER~~ A STUDENT'S MEDICALLY NECESSITATED ABSENCE FROM CLASS

I. Policy

~~Students who receive treatment at the Health Center may be provided with a written excuse for absence from classes or an exam. Such excuse shall be honored as an excused absence. The granting of an excuse is at the discretion of the Health Center.~~

The University shall excuse class absences that result from a student's own illness. As explained below, the procedures and the documentation a student is required to provide to the class instructor for the purpose of obtaining an excused absence differ depending on the frequency of the absence.

II. Procedures

A. ~~Absence from a Single Lecture, Recitation or Lab~~ **Medically necessitated excused absence from a single lecture, recitation, or lab per semester.**

1. No written excuses or documentation from the Health Center shall be provided for absences from single lecture, recitation, or lab. ~~Absences should be resolved between the student and the instructor.~~

2. For a medically necessitated absence from a single lecture, recitation, or lab, students may submit a self-signed note to their instructor a minimum of once per course per semester. Such documentation shall be honored as an excused absence unless the absence coincides with a Major Scheduled Grading Event. The procedure for a medically necessitated excused absence for a Major Scheduled Grading event is set forth below.

3. Any student who wishes to be excused for an absence from a single lecture, recitation, or lab due to a medically necessitated absence shall:

- a. Make a reasonable attempt to inform the instructor of his/her illness prior to the class; and,**
- b. Upon returning to class, present their instructor with a self-signed note attesting to the date of their illness. Each note must also contain an acknowledgment by the student that the information provided is true and correct. Providing false information to University officials is prohibited under Part 9 (h) of the *Code of Student Conduct (V-1.00(B) UNIVERSITY OF MARYLAND CODE OF STUDENT CONDUCT)* and may result in disciplinary action.**

B. Non-consecutive medically necessitated absences from more than a single lecture, recitation, or lab.

1. At the beginning of each semester, the instructor shall establish a written policy for non-consecutive medically necessitated absences beyond a single lecture, recitation, or lab.

~~B~~C. Prolonged Absence from Classes and/or Absence from ~~an Exam~~ a Major Scheduled Grading Event

1. A prolonged absence is defined as multiple consecutive absences from a course during a semester due to the same illness.

2. "Major Scheduled Grading Events" shall be identified by the instructor in writing at the beginning of each semester.

3. Students who experience a prolonged absence(s), as defined above or an illness during a Major Scheduled Grading Event as identified in writing by the class instructor shall be required to provide written documentation of the illness from the Health Center or from an outside health care provider. In cases where written verification is provided, the Health Center or outside

health care provider shall verify dates of treatment and indicate the time frame that the student was unable to meet academic responsibilities. No diagnostic information shall be given.

~~The Health Center shall verify dates of treatment at the Health Center and indicate the time frame that the student may have been unable to meet academic responsibilities. The procedure shall be as follows:~~

- ~~1. At the time of treatment the student shall sign a release of information form, allowing the Health Center to release dates of treatment to named persons or departments. The student shall be given a statement form with the date of his or her visit. The instructor is advised that the student signed a release form authorizing the Health Center to provide the date and time of visit.~~
- ~~2. In cases where written verification is needed, the student can meet with the Social Worker. The student shall be given a form letter for the instructor that verifies the date of treatment and the time frame that the student may have been unable to meet academic responsibilities. No diagnostic information shall be given.~~

~~C. Decisions to Drop a Course for Medical or Psychological Reasons~~

~~The student should make an appointment to be seen by the Social Worker for a withdrawal for medical reasons and with the Assistant Director for Mental Health for withdrawal for psychological reasons. A written report shall be prepared for the student to present to the academic department for processing the withdrawal.~~

D. Resolution of Problems

~~Problems not resolved by these procedures shall be reviewed on an individual basis by the Director of the Health Center or a designee. A student who wishes to contest a decision not to grant a medically necessitated excused absence should first try to resolve the issue with the class instructor. If the issue is not resolved with the instructor, the student should seek the advice of the instructor's Department Chair; the Dean's Office of the Department's College; the Health Center Director; or the Department of Disability Support Services (DSS) Director, if the student is registered with the DSS, in order to identify the proper procedure for resolution.~~

Appendices

Appendix 1- Current Policy

Appendix 2- Proposed Revisions to the policy

Appendix 1-Current Policy**Consolidated USMH & UMCP Policies and Procedures Manual****V-1.00(G) UMCP POLICY FOR CLASS EXCUSES FROM THE HEALTH CENTER**

APPROVED BY THE PRESIDENT 1 AUGUST 1991

I. Policy

Students who receive treatment at the Health Center may be provided with a written excuse for absence from classes or an exam. Such excuse shall be honored as an excused absence. The granting of an excuse is at the discretion of the Health Center.

II. Procedures

A. Absence from a Single Lecture, Recitation or Lab

No written excuses or documentation shall be provided. Absences should be resolved between the student and the instructor.

B. Prolonged Absence from Classes and/or Absence from an Exam

The Health Center shall verify dates of treatment at the Health Center and indicate the time frame that the student may have been unable to meet academic responsibilities. The procedure shall be as follows:

1. At the time of treatment the student shall sign a release of information form, allowing the Health Center to release dates of treatment to named persons or departments. The student shall be given a statement form with the date of his or her visit. The instructor is advised that the student signed a release form authorizing the Health Center to provide the date and time of visit.
2. In cases where written verification is needed, the student can meet with the Social Worker. The student shall be given a form letter for the instructor that verifies the date of treatment and the time frame that the student may have been unable to meet academic responsibilities. No diagnostic information shall be given.

C. Decisions to Drop a Course for Medical or Psychological Reasons

The student should make an appointment to be seen by the Social Worker for a withdrawal for medical reasons and with the Assistant Director for Mental Health for withdrawal for psychological reasons. A written report shall be prepared for the student to present to the academic department for processing the withdrawal.

D. Resolution of Problems

Problems not resolved by these procedures shall be reviewed on an individual basis by the Director of the Health Center or a designee.

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Proposed Policy Changes

V-1.00(G) UMCP POLICY FOR ~~CLASS EXCUSES FROM THE HEALTH CENTER A~~ STUDENT'S MEDICALLY NECESSITATED ABSENCE FROM CLASS

I. Policy

~~Students who receive treatment at the Health Center may be provided with a written excuse for absence from classes or an exam. Such excuse shall be honored as an excused absence. The granting of an excuse is at the discretion of the Health Center.~~

The University shall excuse class absences that result from a student's own illness. As explained below, the procedures and the documentation a student is required to provide to the class instructor for the purpose of obtaining an excused absence differ depending on the frequency of the absence.

II. Procedures

A. ~~Absence from a Single Lecture, Recitation or Lab~~ **Medically necessitated excused absence from a single lecture, recitation, or lab per semester.**

1. No written excuses or documentation from the Health Center shall be provided **for absences from single lecture, recitation, or lab.** ~~Absences should be resolved between the student and the instructor.~~

2. **For a medically necessitated absence from a single lecture, recitation, or lab, students may submit a self-signed note to their instructor a minimum of once per course per semester. Such documentation shall be honored as an excused absence unless the absence coincides with a Major Scheduled Grading Event. The procedure for a medically necessitated excused absence for a Major Scheduled Grading event is set forth below.**

3. **Any student who wishes to be excused for an absence from a single lecture, recitation, or lab due to a medically necessitated absence shall:**

- a. **Make a reasonable attempt to inform the instructor of his/her illness prior to the class; and,**
- b. **Upon returning to class, present their instructor with a self-signed note attesting to the date of their illness. Each note must also contain an acknowledgment by the student that the information provided is true and correct. Providing false information to University officials is prohibited under Part 9 (h) of the *Code of Student Conduct* (V-1.00(B) UNIVERSITY OF MARYLAND CODE OF STUDENT CONDUCT) and may result in disciplinary action.**

B. **Non-consecutive medically necessitated absences from more than a single lecture, recitation, or lab.**

1. At the beginning of each semester, the instructor shall establish a written policy for non-consecutive medically necessitated absences beyond a single lecture, recitation, or lab.

BC. Prolonged Absence from Classes and/or Absence from ~~an Exam~~ a Major Scheduled Grading Event

1. A prolonged absence is defined as multiple consecutive absences from a course during a semester due to the same illness.

2. "Major Scheduled Grading Events" shall be identified by the instructor in writing at the beginning of each semester.

3. Students who experience a prolonged absence(s), as defined above or an illness during a Major Scheduled Grading Event as identified in writing by the class instructor shall be required to provide written documentation of the illness from the Health Center or from an outside health care provider. In cases where written verification is provided, the Health Center or outside health care provider shall verify dates of treatment and indicate the time frame that the student was unable to meet academic responsibilities. No diagnostic information shall be given.

~~The Health Center shall verify dates of treatment at the Health Center and indicate the time frame that the student may have been unable to meet academic responsibilities. The procedure shall be as follows:~~

- ~~1. At the time of treatment the student shall sign a release of information form, allowing the Health Center to release dates of treatment to named persons or departments. The student shall be given a statement form with the date of his or her visit. The instructor is advised that the student signed a release form authorizing the Health Center to provide the date and time of visit.~~
- ~~2. In cases where written verification is needed, the student can meet with the Social Worker. The student shall be given a form letter for the instructor that verifies the date of treatment and the time frame that the student may have been unable to meet academic responsibilities. No diagnostic information shall be given.~~

C. Decisions to Drop a Course for Medical or Psychological Reasons

~~The student should make an appointment to be seen by the Social Worker for a withdrawal for medical reasons and with the Assistant Director for Mental Health for withdrawal for psychological reasons. A written report shall be prepared for the student to present to the academic department for processing the withdrawal.~~

D. Resolution of Problems

~~Problems not resolved by these procedures shall be reviewed on an individual basis by the Director of the Health Center or a designee. A student who wishes to contest a decision not~~

to grant a medically necessitated excused absence should first try to resolve the issue with the class instructor. If the issue is not resolved with the instructor, the student should seek the advice of the instructor's Department Chair; the Dean's Office of the Department's College; the Health Center Director; or the Department of Disability Support Services (DSS) Director, if the student is registered with the DSS, in order to identify the proper procedure for resolution.

DRAFT

2011-2030
Facilities Master Plan Update
April 27, 2011



UNIVERSITY OF MARYLAND CONNECTS



OEHME, van SWEDEN

ARUP DESIGN COLLECTIVE

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EHT Tracerics / G.E. Fielder / Toole
Design

DRAFT

2011-2030
Facilities Master Plan
Update:
April 11, 2011

DRAFT
FMP 2011-2030
TABLE OF CONTENTS

- I. Executive Summary
- II. Introduction
 - General points:
 - Continuity with Master Plan of 2000 and update of 2007
 - Overview of last decade’s progress
 - Evolving Context:
 - Emphasis on mixed-use development,
 - e.g., East Campus Development
 - Designation and responsibility as ABG
 - Purple line
 - University of Maryland Climate Action Plan
 - Emphasis on community engagement
 - Focus:
 - Landscape and Transportation
 - Emphases:
 - Commitment to leadership in Sustainability
 - Commitment to connectivity, in particular renewed efforts to work with surrounding neighbors
- III. University’s Mission and Current and Future Characteristics
 - A. Mission and Role as Flagship Campus
 - B. Description of Institution
 - Current demographics
 - Projected future demographics
 - C. Mandates in Strategic Plan
- IV. Land and Facilities Assessment
 - A. Existing Facilities and Acreage
 - B. Assessment of Physical Condition of Buildings and Infrastructure
 - C. Utilization of Existing Facilities
 - D. Assessment of Sufficiency, Functional Adequacy and Externally Mandated Program Standards
 - E. Space Analysis
 - F. Adequacy of Existing Land and Capacity for Future Development

V. Planning Foundation

- A. Regional and local contexts: geographical, ecological, and transportation systems (transportation), geographic and ecological
- B. UM past plans and current conditions: (congestion; lack of recreation opportunities; need for more or less parking)
- C. Limited land and importance of layering -- seeing campus in terms of systems and uses that overlap and coexist
- D. Four pillars: Realizing and supporting the vision of excellence for an academic community; promoting connectivity; practicing stewardship; presenting a flexible, forward-looking plan

VI. Plan and major recommendations

- A. Physical Planning Principles
- B. Environmental Stewardship and Sustainability
- C. Land Use and Landscape Design
- D. Vehicular and Pedestrian Circulation Systems
- E. District Plans

VII. Implementation

- A. Projection of 10-year planning periods
- B. Implementation responsibilities and accountability measures

VIII. Appendices

University of Maryland Facilities Master Plan 2011-2030

I. Executive Summary

II. Introduction

[General points:

Continuity with Master Plan of 2000 and update of 2007

Overview of last decade's progress

Evolving Context:

Emphasis on mixed-use development, e.g., East Campus Development

Designation and responsibility as ABG

Purple line

University of Maryland Climate Action Plan

Emphasis on community engagement

Focus: Landscape and Transportation

Emphases: Commitment to leadership in Sustainability

Commitment to connectivity, in particular renewed efforts to work with surrounding neighbors]

III. University's Mission And Current and Future Characteristics

A. Mission and Role as Flagship Campus

B. Description of Institution

Current demographics, projected future demographics

Enrollments

Both the diversity of the student population and the quality of students has risen over time. The campus counts the diversity of its student body among its special strengths; as of fall 2010, 37% of undergraduates stated that they were either Hispanic, or claimed at least one minority racial/ethnic identity. The comparable statistic for graduate students was 21%. Moreover, approximately 23% of our graduate students are international. In addition, operating with the highest admission standards in the USM, the University of Maryland attracts to campus highly qualified students from all counties of Maryland, the other 49 states, and approximately 120 countries around the world.

The enrollment data in the projected years are predicated upon full-funding of the USM Strategic Plan for fiscal year 2013 and beyond. Moreover, the data represents, over the relevant time period, the campus contribution to meeting Governor O'Malley's goal of having 55% of Marylanders having a college degree by 2025. The data correspond to the

university's 10-year enrollment projections that are filed on an annual basis with the University System of Maryland Office.

Table 1: Headcount Enrollment

Headcount	2005	2006	2007	2008	2009	2010	2020	Net Change 2010 - 2020
Undergraduate FT	23,263	23,124	23,780	24,383	24,617	24,841	26,525	7%
Undergraduate PT	2,179	2,030	2,077	2,092	1,925	2,081	2,175	4.5%
Graduate FT	6,642	6,708	6,844	6,934	7,062	7,095	7,570	7%
Graduate PT	3,285	3,240	3,313	3,591	3,591	3,624	3,875	7%
TOTALS	35,369	35,102	36,014	37,000	37,195	37,641	40,145	7%

Source: UM Office of Institutional Research, Planning and Assessments (IRPA)

Table 2: FTE Fall Enrollment

FTE Enrollment	2010	2020	Net Change 2010 - 2020
Undergraduate	25,396	27,171	7%
Graduate	6,622	7,138	8%
TOTALS	32,018	34,309	7%

Source: UM Office of Institutional Research, Planning and Assessments (IRPA)

Faculty and Staff Size

Faculty and staff have absorbed significant burdens from the economic downturn, with layoffs, furloughs and increasing workloads. As noted in Dr. Loh's testimony before the General Assembly, state budget cuts have led to the layoff of 50 employees in FY11.

Despite current economic conditions, the University System of Maryland intends to grow by 20% over the next decade. The faculty and staff projections are based on an annual growth rate of 1%.

Table 3: Faculty Headcount

Faculty	2005	2006	2007	2008	2009	2010	2020	Net Change 2010 - 2020
Full Time	2,862	2,896	2,924	2,967	3,060	3,147	3,343	6%
Part Time	812	856	861	900	937	976	1,014	4%
TOTAL	3,674	3,752	3,785	3867	3,997	4,123	4,357	6%

Source: UM Office of Institutional Research, Planning and Assessments (IRPA)

Table 4: Staff Headcount

Staff	2005	2006	2007	2008	2009	2010	2020	Net Change 2010 - 2020
Full Time	4,367	4,514	4,656	4,850	4,819	4,704	5,465	16%
Part Time*	4,247	4,188	4,227	4,352	4,266	4,330	4,904	13%
TOTAL	8,614	8,702	8,883	9,202	9,085	9,034	10,369	15%

* Part time counts do not include hourly employees or student workers.

Source: UM Office of Institutional Research, Planning and Assessments (IRPA)

C. Mandates in Strategic Plan and in the Climate Action Plan

IV. Land and Facilities Assessment

A. Existing Facilities and Acreage

The University of Maryland is located in the city of College Park, within Prince George's County. The campus is 30 miles west of Annapolis, 25 miles southwest of Baltimore, and 5 miles north of the border to Washington, D.C. The region's concentration of cultural, scientific, research, political, economic, and agricultural activities and facilities offers many unique advantages to the university's academic and research programs.

Interstates 495 and 95, located approximately three miles north of the campus, provide direct regional access to the College Park community and to the institution via Baltimore Boulevard, a highly developed commercial corridor and a heavily traveled vehicular link between Baltimore and Washington. Main campus is bordered by University Boulevard, Campus Drive, Mowatt Lane, Knox Road, and Baltimore Boulevard (Route 1). Main campus also includes a parcel of land east of Route 1 which is primarily developed as student housing and service functions. The university golf course is located to the west of University Boulevard.

The University of Maryland's main campus consists of approximately 13.5 million gross square feet (GSF) in 263 buildings on approximately 1,250 acres. With the inclusion of off campus facilities, including leased facilities, the building inventory totals nearly 14.7 million GSF in 460 buildings on approximately 5,100 acres. As shown in Table 5, 53% of the main campus' total inventory is state-supported and approximately 39% in auxiliary.

Table 5: Fall 2010 Building Overview

Building Inventory	No. of Buildings	GSF	NASF	Percent of Total GSF
Main Campus				
State-Supported		7,690,817	4,674,796	53%
Auxiliary		5,772,517	2,621,873	39%
Subtotal	263	13,463,334	7,296,669	92%
Other Facilities*				
State-Supported		1,180,142	972,439	8%
Auxiliary		6,678	6,630	Less than 1%
Subtotal	197	1,186,820	979,069	8%
Total Inventory	460	14,650,154	8,275,738	100%

*Includes Maryland Fire and Rescue Institute (MFRI), Maryland Agricultural Experiment Station, the University of Maryland Extension and Leased Facilities.

Source: UM Department of Facilities Planning

B. Assessment of Physical Condition of Buildings and Infrastructure

The advanced age and deteriorating condition of UM facilities are major concerns. As shown in Table 6, 57% of the Main Campus inventory is coded Condition Code 1 or 2 (requiring normal maintenance and minimal renovation) while 39% is coded Condition Code 3 and 4 (requiring either major updating and modernization or major remodeling of the building). These totals have not been adjusted for age.

Table 6: Building Condition Overview

Condition Code	No. of Buildings	GSF	NASF	Percent of Total GSF
Code 1 (Normal Maintenance)	115	6,237,108	2,718,721	46%
Code 2 (Minimal Renovation)	16	1,422,179	944,485	11%
Code 3 (Major Updating)	36	2,891,676	1,764,871	22%
Code 4 (Major Remodeling)	41	2,324,286	1,421,175	17%
Code 6 (Planned Termination)	55	588,086	447,417	4%
Total Inventory	263	13,463,334	7,296,669	100%

Source: UM Department of Facilities Planning

Approximately 27% of our state-supported space is over 40 years old, and 16% is over 50 years old (Fall 2010) data). Age of space has been adjusted, where applicable, to the date of major renovation. Insufficient funding for maintenance and facilities renewal has resulted in enormous deferred maintenance needs and an aging, increasingly obsolete physical plant.

Facilities renewal and our deferred maintenance requirements continue to have a major impact on our ability to meet our teaching and research mission and achieve university goals. Our deferred maintenance backlog is about three-quarters of a billion dollars (2011 dollars). Deferred maintenance also contributes substantially to energy consumption and limits our ability to reduce our carbon footprint. Given that our buildings are aging, expending 2% of replacement value annually will help avoid increasing the deferred maintenance backlog. But it will not reduce it. Our growing backlog can only be addressed by large special allocations of capital funding.

UM facilities renewal needs are urgent and fall into two general categories:

Invisible Crisis.

Much of our failing infrastructure (e.g., underground heating, cooling, water and storm drain piping and building electrical gear) is unseen, resulting in an “invisible crisis”. We have developed a seven phase, \$132 million (2013 – 2019 dollars) plan to address this.

Restore the Core.

Many of our buildings are decrepit and in dire need of renewal. Over \$0.6 billion (2011 dollars) of our backlog is to renew buildings. We have prepared a document titled “Restore the Core” which describes the renewal needs of 17 buildings located in the historic core of campus. The average age of these buildings, adjusted for the date of major renovations, is 54 years. Many buildings outside the core are also in urgent need of renewal.

C. Utilization of Existing Facilities

Maryland Higher Education Commission’s (MHEC) definitions for building types are used to categorize the building inventory. Approximately 44% of the space at College Park is concentrated in 80 academic buildings. Two main libraries, seven administrative buildings, 124 auxiliary enterprise facilities, and 50 non-academic buildings comprise the remainder of the space inventory.

Table 7: Major Building Function

Building Function Code	GSF	NASF	Percent of GSF Total
Academic	5,980,038	3,543,912	44%
Administrative	218,688	144,486	2%
Library	636,331	450,981	5%
Auxiliary Enterprise	5,817,687	2,574,408	43%
Other – Non Academic	810,590	582,882	6%
Total Inventory	13,463,334	7,296,669	100%

Source: UM Department of Facilities Planning

D. Assessment of Sufficiency, Functional Adequacy and Externally Mandated Program Standards

UM suffers from a lack of sufficient quantity and quality of space, which are serious obstacles in sustaining the university’s scholarly activities. Additionally, the lack of functionally appropriate or suitable space makes the fulfillment of the university’s mission increasingly difficult. Emphasis on graduate level education, the increased technological requirement of instruction, externally mandated program standards (e.g., Association for Assessment and Accreditation of Laboratory Animal Care – AAALAC) and advances in research technologies all contribute to a growing need for renewal of existing facilities and the infrastructure.

E. Space Analysis

The use of state mandated Space Planning Guidelines are intended to assist in the university and state in identifying the overall adequacy of types and amount of space. The Space Planning Guidelines Application Program report compares existing and proposed inventories to existing and proposed space allowances based on the Space Planning Guidelines. The report is based on campus wide data and deals only with quantity, not quality, of space. The base year (Fall 2010) inventory reflects a total space deficit of 1.7 million net assignable square feet (NASF). All of the major room use categories (classroom, class laboratories, research labs, office, and study space) show deficits.

The deficits are projected to increase during the 10-year period in all major room use categories totaling more than 2.7 million NASF. Approximately \$1.9 billion in capital funding are needed to alleviate the shortage. The research lab deficit is more than 40% of the campus wide space deficit. UM has a strong research program, with \$545 million of external research grants won by faculty in FY 2010. Continued strength in our research

program is vital to ensure the State’s continued economic growth and international competitiveness. Unfortunately, the research space shortfall severely hampers our research program. At times we are unable to accept large research grants that require substantial state of the art space. The magnitude of the existing and projected deficits clearly indicates that the higher levels of capital funding are required from all sources.

This section should include a position statement regarding research tied to USM’s Strategic Plan.

**Table 8: Space Guidelines Application Program (SGAP)
Major Use Surplus/Deficit Comparisons**

Major Room Uses	Fall 2010 Inventory	Fall 2010 Deficit/Surplus	Fall 2020 Inventory	Fall 2020 Deficit/Surplus*
Classrooms	368,394	(69,711)	392,306	(182,391)
Class Labs	360,180	(40,674)	358,994	(141,805)
Research Labs	786,722	(744,121)	843,695	(1,122,673)
Office	1,792,236	(233,934)	1,821,088	(597,328)
Subtotal	3,307,532	(1,088,440)	3,416,083	(2,044,197)
Study Spaces	402,366	(381,967)	422,586	(386,795)
Other Room Uses**	3,586,771	(242,264)	3,557,536	(338,457)
Total	7,296,669	(1,712,671)	7,396,205	(2,769,449)

* Deficits are based on projections predicated upon full funding of the USM Strategic Plan for fiscal years 2013 and beyond.

**Includes all Special Use, General Use and Support Spaces.

Source: UM Department of Facilities Planning

F. Adequacy of Existing Land and Capacity for Future Development

This section will be updated after all district plans are drafted.

Future development sites have been identified that could accommodate an additional 6 million GSF of new construction on the main campus. Although the program demands for the 20-year period can be met on the main campus land, sites for new facilities are located further from the Campus Core. As opportunities exist, university functions that can be located on campus edges and peripheral properties should be examined to keep the concentration of student and academic functions as close to the Campus Core as possible.

V. Plan Foundation

- A. ***Regional and local contexts.*** The University of Maryland is situated in the mid-Atlantic region in the Anacostia watershed. Appendix A contains maps that show the topography, watersheds and greenways that connect to the campus.
- B. ***University of Maryland past plans and current conditions:*** A brief history of plan making for the University at College Park is included in Appendix A.

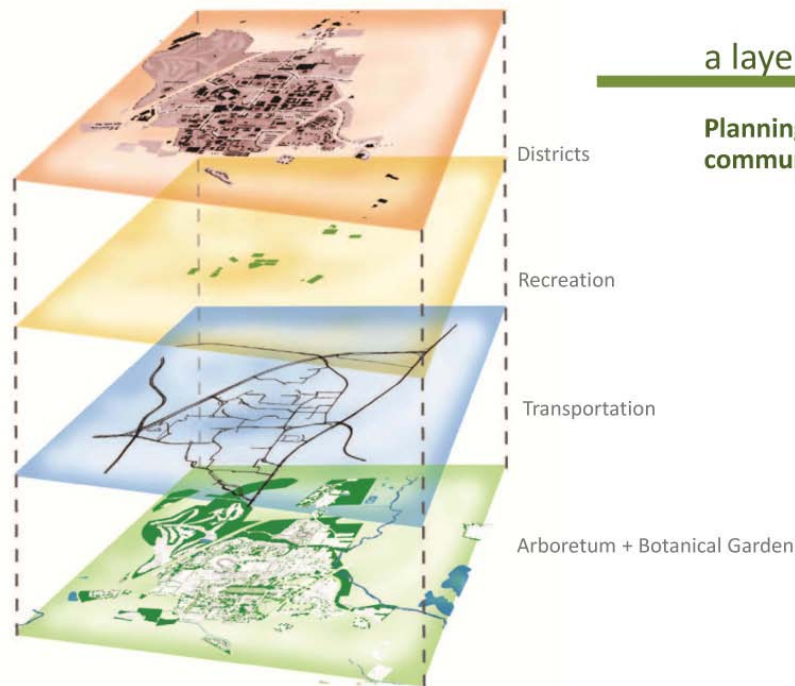
The current plan builds on the 2001-2020 Facilities Master Plan and its update of 2007. The 2001 plan was notable for its bold aspirational vision of a campus and facilities of a quality that would reflect the rising prominence of the University. Its goal was “a first-class campus for a world-class university.” While previous plans were willing to place buildings wherever space was available, the focus of the 2001 Plan was coherent design that favored appropriate levels of building density, preferred parking garages over surface parking lots, and placed a value on open spaces that add to the beauty, appeal, and ease of movement across the grounds. It also emphasized a new appreciation of the environment. It acknowledged the importance of the natural systems, the trees, streams, and land, that are home to the University community. The Plan also called for greater consideration and cooperation with the neighboring City of College Park.

Under the direction of the 2001 Plan, the campus has met many of its goals. Academic buildings are clustered in reasonable distances, open spaces have been added and protected, and environmental stewardship and sustainability are University priorities. Following the plan, 3.0 million GSF have been built out; storm water management projects have been implemented across the campus, and the University has become a national leader in sustainability measures. Selective building on and off campus allowed the University’s greatly expanded research agenda to flourish and teaching facilities to be upgraded to meet the requirements of modern technology.

Challenges remain. Vehicular congestion in and around campus has not been sufficiently addressed; pressure for land use grows as research, teaching, and residential facility needs compete with each other for land that is limited. As buildings to meet these needs are built, campus leaders struggle to find appropriate space for recreational and intercollegiate activities that are an essential part of the life of a University. State regulations for forest conservation and stormwater management impose additional requirements that must be considered in any planning effort. Route 1 still has the unappealing character of a major throughway and commercialized urban corridor. The surrounding College Park community still lacks the amenities, aesthetic appeal, and living conditions that make many other college communities attractive places in which to work and live.

It is the intent of the 2011-2030 Facilities Master Plan to address these issues, give guidance for development over the next 20 years, and move forward with the vision of a first-class campus enunciated in the 2001 Plan.

- C. ***Holistic concept of layering of uses.*** The Facilities Master Plan is built on the holistic concept of a fixed place (the main campus) that has to be understood in terms of four layers of use or systems that exist concurrently and overlap.
1. The first layer is the land perspective, the acres of land on which the buildings stand, and which is home to the University of Maryland Arboretum and Botanic Garden. From this perspective, the Plan must take into account the ecological context of the setting, regional streams, waterways, urban forest canopy connections, etc. Concerns at this level are the types of conservation, stewardship, tree collections, placement of gardens, and sustainability measures that will protect, preserve, and enhance these invaluable natural resources.
 2. The second layer or perspective is the transportation network and system of paths and trails that permit pedestrian and vehicular circulation. At this level, concerns deal with the routes of shuttle busses, internal circulation of commercial vehicles such as busses and the proposed Purple Line, pedestrian links and pathways, and bicycle paths. From this perspective, the Plan must deal with the surrounding transportation and circulation systems and link them to campus plans.
 3. The third layer or perspective considers use of the land other than for academic or residential purposes and includes plans for intercollegiate athletics fields and recreational spaces. In comparison with our peers, the campus has a deficit in opportunities and spaces for students to engage in recreational activities. Concerns at this level are the creative use of spaces that can accommodate formal or informal recreational and sports activities.
 4. The fourth layer is the district layer that looks at the land in terms of its use for buildings that house research laboratories, classrooms, residence halls, event centers (performing arts, athletic, alumni center), and administrative offices and buildings. Concerns at this level are the projected placement of buildings, including concentration of buildings with related disciplinary activities or similar land uses and interspersions of necessary service shelters.



a layered approach

Planning for a holistic community



D. The Plan's framework

Four overarching priorities form the framework of the 2011-2030 Facilities Master Plan. They cut across and support the planning principles, goals, and proposals in each of the primary issues: environmental stewardship; land use and landscape design; and vehicular and pedestrian circulation. They form the context through which goals and recommended actions come together into a vision of a whole that is greater than the sum of its parts. Building on these pillars, the Plan provides a foundation for the orderly development of the facilities and responsible stewardship of the natural resources of a dynamic and thriving 21st century research university. Priorities underlying the specifics of the Plan are to:

Realize the institutional vision of excellence. In accordance with the University's commitment to excellence, the Facilities Master Plan will hold up a vision that is bold, comprehensive, and inspiring. It will guide the University in cultivating an Arboretum and Botanic Garden that is a teaching instrument for students and faculty and a "garden in the city" for the densely populated metropolitan area. It will offer creative proposals for use of limited land space that can satisfy the demands of a dynamic and thriving world-class university. Though current fiscal and other challenges loom, the Plan will present a vision of a campus serviceable for the next decades, confident and outspoken in its identity, and treasured by alumni and friends for generations to come.

Promote connectivity. Members of the University are part of a community within a natural and cultural context. Planning for all facilities and physical systems will be designed to increase the sense of community among those on campus, strengthen connections to the surrounding neighborhood communities, and position the campus as an important and attractive destination for residents of the region and all citizens of the State. Design and landscape patterns will connect districts one to another and connect the present campus to its architectural and cultural heritage and mid-Atlantic ecology.

Encourage careful stewardship of natural and historical resources. The University will continue its nationally-recognized commitment to sustainability, acknowledge and treasure our history, and play a leading role in protecting campus environmental features that are of major importance to the regional ecology.

Set forth a dynamic plan for land use that is efficient, flexible, and forward-looking. Long-term development patterns, land use, redevelopment and renovation strategies will be designed to utilize and balance available land and financial resources effectively. Projected development patterns will emphasize appropriate building densities and configurations, e.g. compact or spread out, that accommodate goals such as walkability, connectivity, and community and contribute to collaboration and interaction.

VI. Plan and major recommendations

A. Physical Planning Principles: The following principles are established to guide the physical development on the campus.

Realize the Institutional Vision

The land and other physical resources of the University of Maryland campus will be used to support the University's mission and programmatic needs and help achieve its strategic plan and academic aspirations. The campus will manifest the institution's commitment to excellence and reflect concern for quality of life. It will be a place of beauty that celebrates history, practices sustainability, and generates pride.

Practice Environmental Stewardship in Landscape Design and Maintenance

The campus plan will protect and enhance existing natural environments (woodlands, wetlands, and floodplains) and create connections with adjacent habitats; new development will be guided by principles of smart growth and environmental stewardship.

Enhance Environmental Performance of Buildings and Utilities on Campus

Long-term environmental and economic sustainability will continue to be primary goals in the planning for new facilities, renovation of existing buildings and (the location of) supporting utilities and infrastructure. LEED silver certification will

remain the campus minimum standard for new construction and major renovation; facility siting and development will maximize solar orientation and natural lighting, maximize energy efficiency, incorporate smart energy technologies, and minimize natural resource depletion and environmental degradation.

Encourage the Use of Transportation other than Personal Vehicles

Plans for development will reduce the number of automobiles on campus and encourage alternative modes of transportation -- shuttle busses, bicycles, new light rail or Metro line – in order to minimize vehicular congestion and support the UIM Climate Action Plan and campus sustainability priorities.

Strengthen Community Relations

Planning and design patterns will increase the sense of community among those on campus, strengthen connections to the surrounding neighborhood communities, and ensure the campus is an important and attractive destination for residents of the region and all citizens of the State.

Create an Attractive, Coherent and Pedestrian-friendly Design for the Campus

Circulation patterns, a landscape framework, an open space network, and prescribed building placements will connect the spaces, corridors, and districts within a unified campus setting. The coherent campus design will recognize and reinforce natural environmental patterns, campus planning traditions, and neighborhood organizational patterns, and increase operational effectiveness.

Achieve Appropriate Development Patterns

Strategies for long-term development, land use, redevelopment and renovation will balance available land and financial resources effectively and respect the desire to create a coherent and sustainable campus. Projected development patterns will emphasize appropriate building densities and configurations, e.g. compact or spread out, that accommodate goals such as walkability, connectivity, community, and campus carbon neutrality.

Emphasize the Importance of Open Spaces

Campus design will affirm the essential importance of open spaces--natural areas, lawns, malls, plazas, patios, places to sit, etc.--to the image, organization, and quality of the campus environment.

Improve the Quality and Attractiveness of the Campus Landscape

Landscape plans will enhance the campus' Arboretum and Botanic Garden to bring aesthetic pleasure to the campus community and enhance the University's teaching and research missions.

Increase the Access and Appeal of the Campus for Pedestrians

Campus planning will encourage pedestrians to move easily and safely across the campus through appropriate design in and between campus areas and careful management of vehicular flow.

Enhance Campus Security

Planning and design of all areas of campus will make personal safety and the security of public and personal property a priority.

Embrace Campus Traditions and Heritage

New development on the campus will use nationwide campus planning best-practices. Plans will respect historic and existing development patterns, affirm intrinsic cultural and social traditions, and reinforce important district-specific land use and physical characteristics.

B. Environmental Stewardship and Sustainability

Goal: Foster Environmental Stewardship

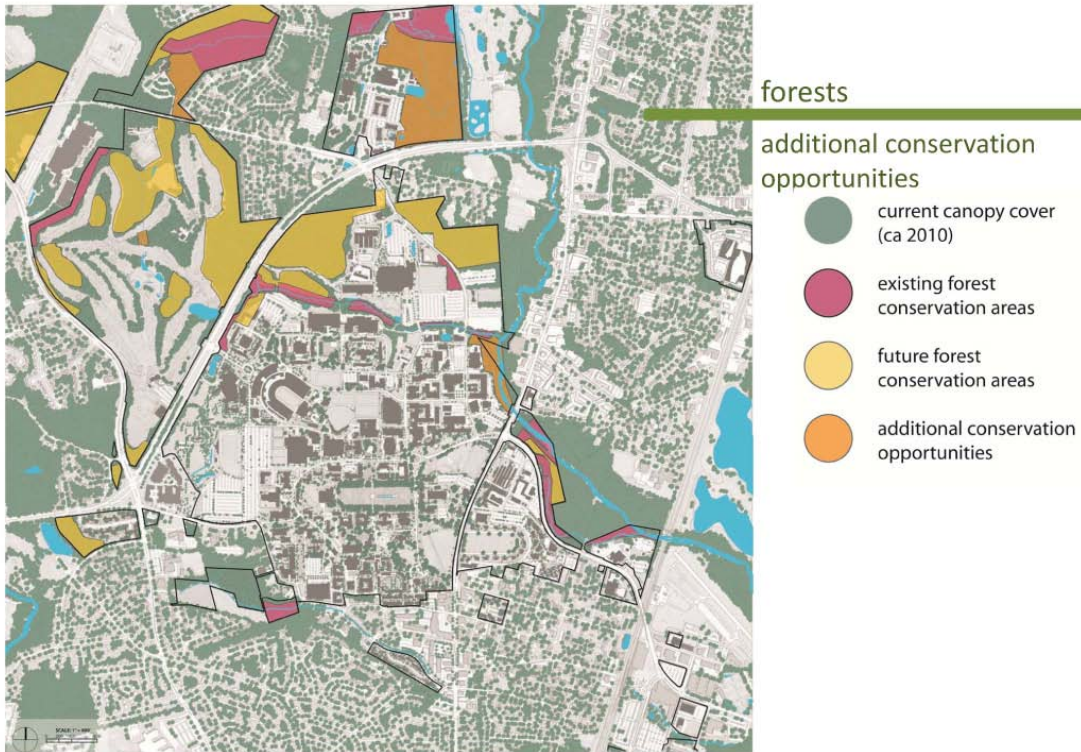
Recommended Actions:

- Maximize environmental benefits of urban tree canopy through increased Urban Tree Canopy (UTC) with specific benchmarks.
- Increase diversity of the urban understory layer with intensified planting schemes in targeted areas.

Goal: Conserve and interpret the campus forest as a key component of the Climate Action Plan.

Recommended Actions:

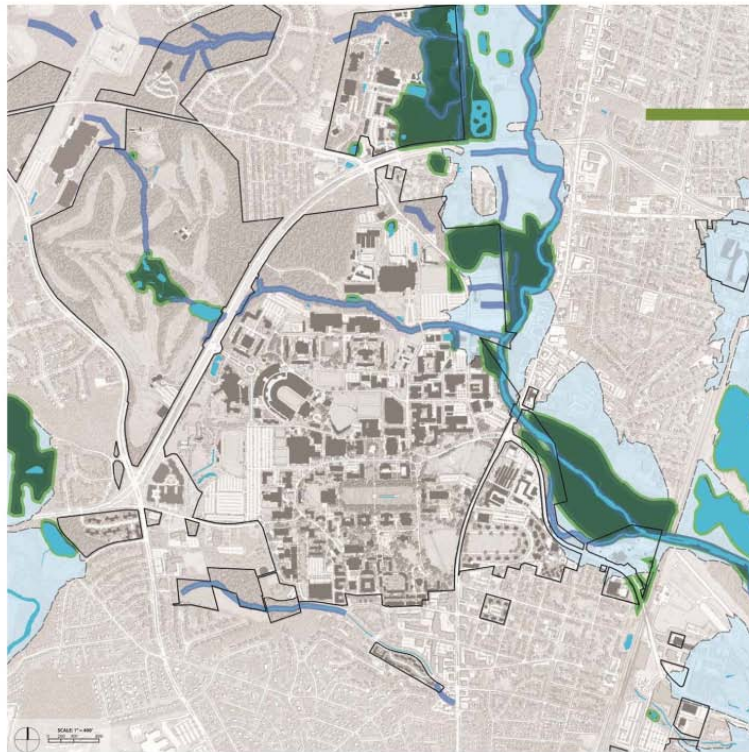
- Identify, quantify and map campus forest areas according to Department of Natural Resource definitions.
- Plan appropriate trail development to permit use of forest and wetland ecosystem resources in academic study.








Goal: Increase the ability of the campus natural hydrologic cycle to deal appropriately with stormwater run-off.

Recommended Actions:

- Implement Environmental Site Design (ESD) projects as required by Maryland Department of the Environment to manage stormwater.
- Maximize use of stormwater as a stored resource for irrigation by capturing rainwater and stormwater through installation of cisterns and underground recharge facilities.
- Restore the University Golf Course ponds as needed to reduce potable water use for irrigation by 50 percent.
- Decrease the percentage of impervious surface on campus through pervious paving, green roof applications and appropriate landscapes not associated with construction.
- Convert some manicured lawns into meadow, forest, gardens, or other landscapes that effectively manage stormwater.
- Implement mitigation measures such as Low Impact Development to control 100% of the stormwater run-off from the campus.



hydrology

-  approximate 100-year Paint Branch floodplain
-  current wetlands delineated by DNR + UMD
-  current waterbodies
-  riparian buffers (50')
-  wetland buffers (25')



Goal: Plan and manage utility systems to avoid conflict with landscape and environmental improvements.

Recommended Actions:

- Incorporate stormwater into landscape through ESDs and decorative features with interpretation.
- Identify potential utility corridors and maximize botanical development in other areas.

C. Land Use and Landscape Design

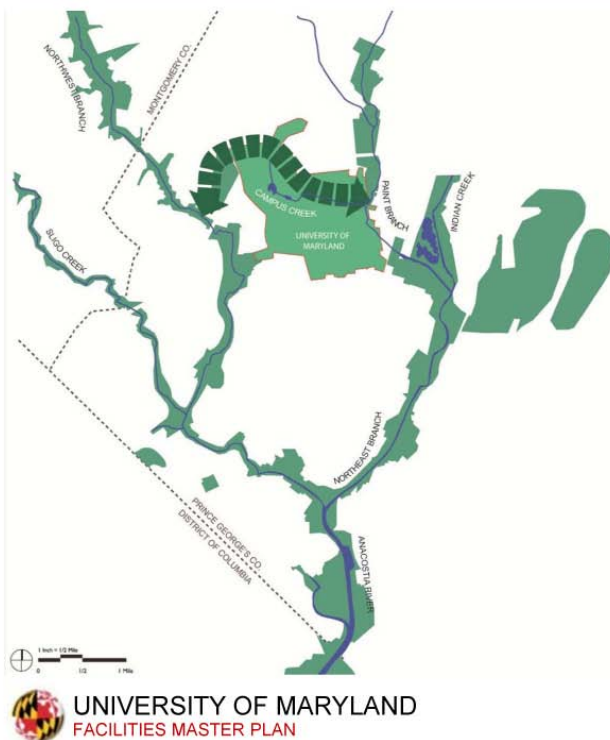
Goal: Conserve, preserve, develop and restore land in the best interests of the environment, the University community and the citizens of the region.

Recommended Actions:

- Identify, prioritize, fund and implement key environmental, open space and landscape projects as a critical part of the campus infrastructure.
- Design and implement signature gateways to create a sense of arrival and welcome
- Develop a diverse yet integrated campus network of open spaces.
- Establish a hierarchical and articulated network of primary accessible walkways, pervious wherever possible.

regional open space network

The University of Maryland completes a link in the regional network of green open space



Goal: Recognize and carefully assess the intrinsic natural value, the cultural value, the pedagogical value, and the commercial economic value of University land.

Recommended Actions:

- Maximize use of land and natural resources in education and research and coordinate awareness of this use through the Arboretum and Botanic Garden (ABG).
- Collect information on academic use of the land and landscape and incorporate into botanical collection information.
- Develop the ABG Outreach Center site as a sustainable site with programming and interpretation.
- Inventory historical assets, including heritage tree designations, and implement historic preservation policies.

Goal: Reveal campus heritage significance and develop strategies to preserve and enhance valued existing campus landscapes and plan and develop new open spaces and botanical gardens.

Recommended Actions:

- Inventory historical assets.
- Implement historic preservation policies.

Goal: Develop a landscape plan that uses the Arboretum and Botanic Garden to promote ecological awareness and celebrate and communicate a sense of place unique to the campus.

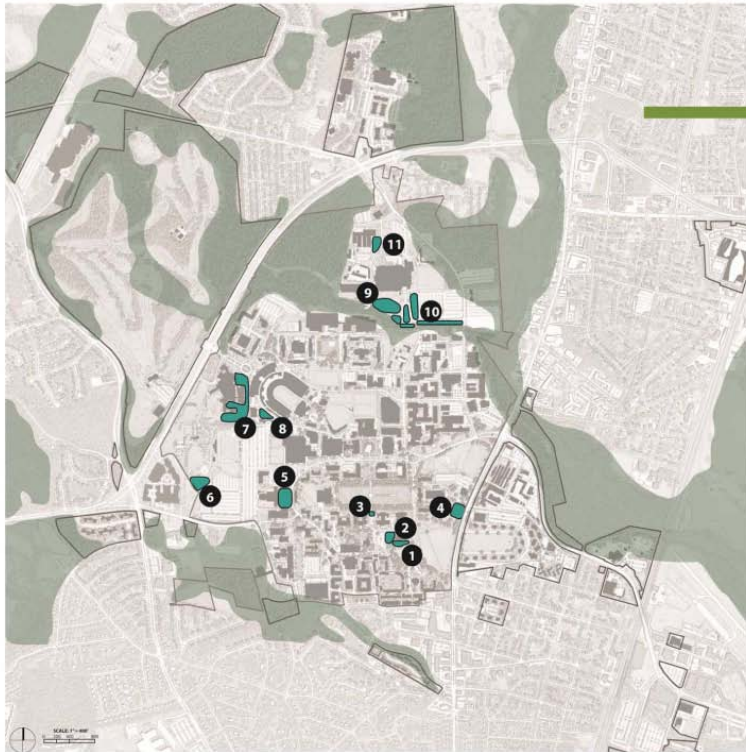
Recommended Actions:

- Use landscape interpretation and outreach to encourage human connectivity with the land, promote environmental awareness and increase understanding of the campus' relation to the region and the Chesapeake Bay.
- Establish a network of botanical collections, representations and ecosystem replications which enhance the educational value of the ABG collection (teaching collection focused on mid-Atlantic native, adapted and appropriate non-invasive exotic vegetation of ornamental or environmental interest) while enhancing aesthetic appeal, wayfinding and campus identity.
- Design and construct a series of trails through natural areas to encourage academic study and understanding of these systems.
- Manage invasive species through trained volunteers.
- Update campus Tree Care Plan to strengthen protection for existing specimen trees.
- Strengthen design and construction standards to reflect arboretum collection policy and consistent environmental site design.
- Support the continued greening of the University Golf Course, including maintaining its certification as an Audubon International Cooperative Sanctuary, and its use as a natural laboratory for education and research.

Goal: Establish the Arboretum and Botanic Garden landscape as inclusive and accessible space that celebrates the University heritage, enhances personal security, and brings aesthetic pleasure to all campus citizens and visitors.

Recommended Actions:

- Use planning concepts such as gateways, districts, centers and edges, and campus landmarks to support wayfinding, connectivity and branding as well as to increase personal security.
- Develop a diverse, yet integrated campus network of open spaces that serve as gathering spaces with outdoor seating, appropriate lighting and programming to increase use and sense of security.
- Create landmarks, milestones and landscape features that attract and engage pedestrians including art, fitness goals and historical features and interpretations to improve the pedestrian environment.
- Incorporate streetscape models that physically separate modes of travel with barriers or vegetative buffers where space permits.
- Connect the North Gate Park pedestrian bridge to Regents Drive and the center of campus through a pedestrian and bicycle enhanced series of plazas and modified roadway along Stadium Drive from Paint Branch Drive to Regents Drive while retaining service access.
- Integrate into the landscape spaces and opportunities for appropriate exercise and recreational activities of students such as recreational trails through woodlands and wetlands and along Campus Creek.



existing arboretum +
botanical garden

existing gardens

- natural systems
- existing botanical expressions

Existing Garden Names

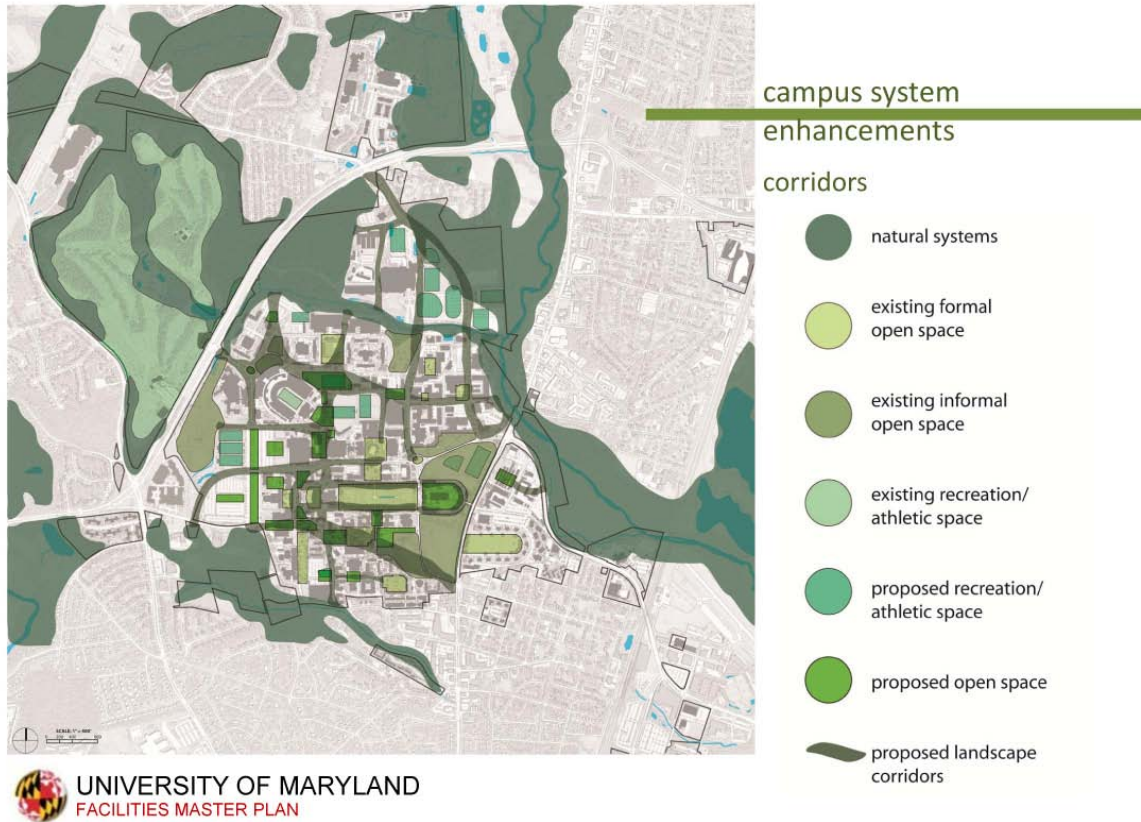
1. Garden of Reflection + Remembrance
2. West Chapel Garden
3. McKeldin Native Shade Garden
4. Rossborough Gardens
5. Tawes Plaza
6. Garden of Peace + Friendship
7. The Garden Walk at CSPAC
8. Moxley Gardens
9. Comcast Native Meadows
10. Comcast Rain Gardens
11. Greenhouse Native Sun Garden



existing arboretum +
botanical garden

future corridors

- natural systems
- existing botanical expressions
- future botanical expressions
- proposed arboretum corridors



D. Vehicular and Pedestrian Circulation Systems

Goal: Improve connectivity for all modes of travel.

Recommended Actions:

- Explore traffic patterns, road usage, and possible road relocation from a whole-system approach.
- Locate any new garages on the periphery of the campus and remove surface parking from the center of campus to reduce traffic on the campus interior.
- Consider extending Campus Drive west through Lot 1 and closing or limiting traffic on Campus Drive between Tawes and Anne Arundel Hall to support the pedestrian experience of Tawes plaza and its connection to Anne Arundel Hall.
- Investigate closing Stadium Drive between Regents Drive and Paint Branch Drive to enhance the pedestrian environment in the engineering and sciences neighborhood. Continue investigating other road restrictions on a case-by-case basis.
- Facilitate movement on Campus Drive by accommodating bicycles and enhancing the pedestrian experience without limiting car access unless conditions change.

Goal: Support a campus-wide network of effective transportation.

Recommended Actions:

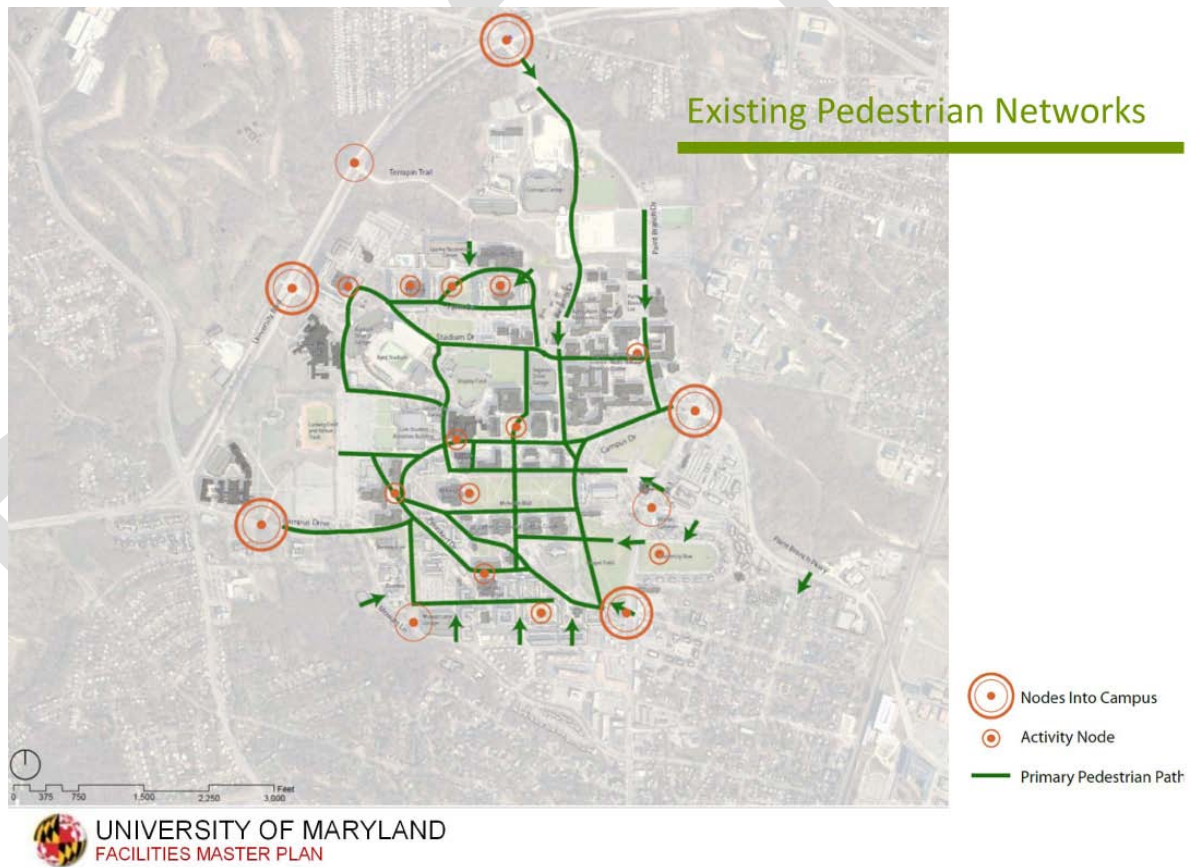
- Design shared streets that serve pedestrians, bicyclists, and low-speed motor vehicles (including cars, scooters, and service vehicles).
- Reduce vehicular congestion on campus by wide-spread dissemination of directions to campus destinations and information on campus transportation opportunities and by installation of clear signage.
- Ensure safe and convenient connections to East Campus development.
- Integrate transit with campus features to support seamless connections between Purple Line and transit buses with bicycles and pedestrians.
- Use consistent "wayfinding" signage throughout campus for pedestrians, bicyclists, transit users, and drivers.
- Develop 'rules of the road' on campus regarding a transportation right-of-way hierarchy for pedestrians, bicyclists, scooters, and vehicles and ensure significant education as well as enforcement of the rules for all vehicles.
- Develop a consistent and ongoing communication program to inform the University community (including prospective students, prospective employees, and visitors) about the University's connected and permeable campus transportation network.
- Collaborate with regional entities, including the Metropolitan Transit Authority and State Highway Administration, to enhance movement to and from campus.

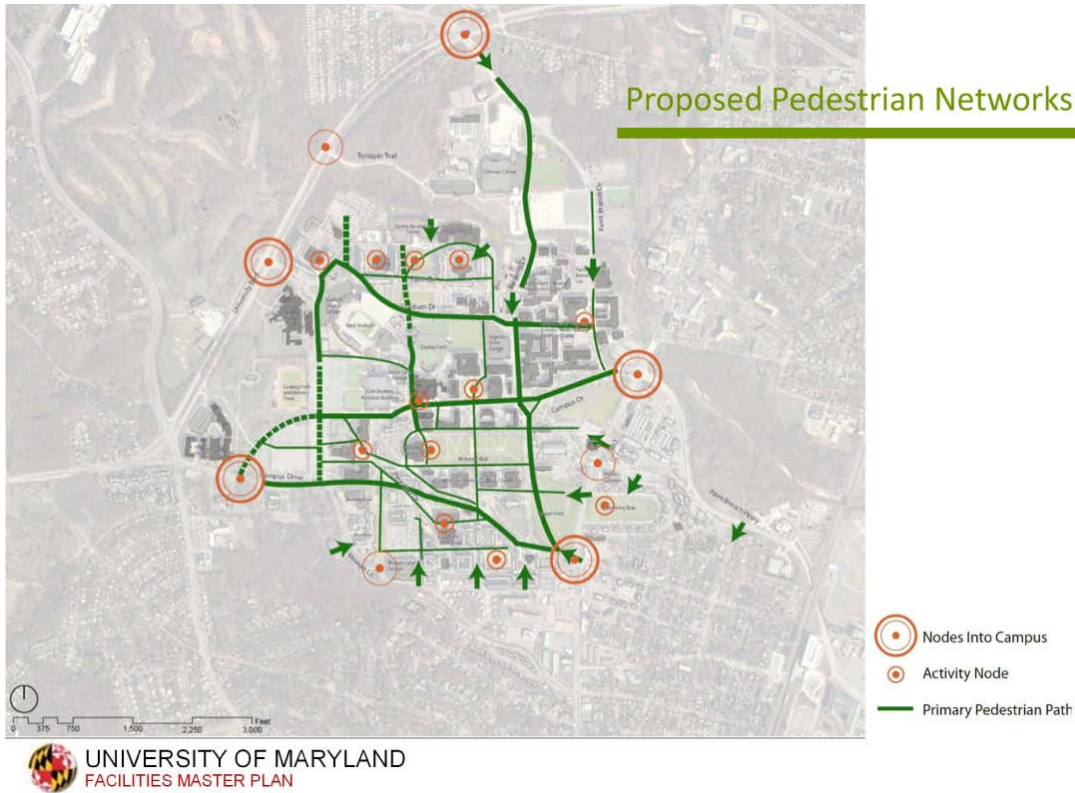
Goal: Create a more pedestrian friendly campus that encourages and supports efficient, pleasant, and safe walking experiences.

Recommended Actions:

- Establish a hierarchy of pedestrian spaces.
- Improve significant pedestrian thoroughfares by providing a series of consistent design elements, for example, uniformly recognized crosswalk styles and curb ramp designs, throughout campus.
- Improve intersections to reduce conflicts between pedestrians and vehicular traffic through signage and traffic control.
- Implement physical changes in parking lots to improve safety for pedestrians. Reconfigure Lot 1 to incorporate a separate road network, addition of safe pedestrian paths to improve safety and addition of appropriately planted trees and landscaping to shade and beautify the lot and support the football tailgate experience.
- Support initiatives to improve pedestrian safety and security on campus particularly after dark or more specifically, ensure walkways are sufficiently lit, have adequate sightlines, and have security infrastructure (for example, blue light phones).
- Widen and improve any shared use paths so that pedestrians and bicycles can utilize them safely.
- Use landscaping for traffic calming and as a buffer between pedestrians and other modes.
- Use wayfinding elements of landscaping, lighting, sound, and art to create different trails of experience across the campus.

- Ensure that campus walkways are appealing and comfortable places for example by locating gardens adjacent to important thoroughfares and providing pleasant landscapes, gathering places, seating, and other amenities.
- Use building design, land use, and open space design to create more activity within the pedestrian network.
- Reduce barriers for pedestrians and ensure sidewalk design and crossings are accessible to all, regardless of their abilities.
- Establish 10-11 foot travel lanes as the preferred lane width throughout campus to reduce pedestrian crossing distances, minimize impervious surfaces, and provide traffic calming benefits.
- Partner with adjacent jurisdictions to ensure streets and roads in the surrounding communities support and encourage walking to campus.

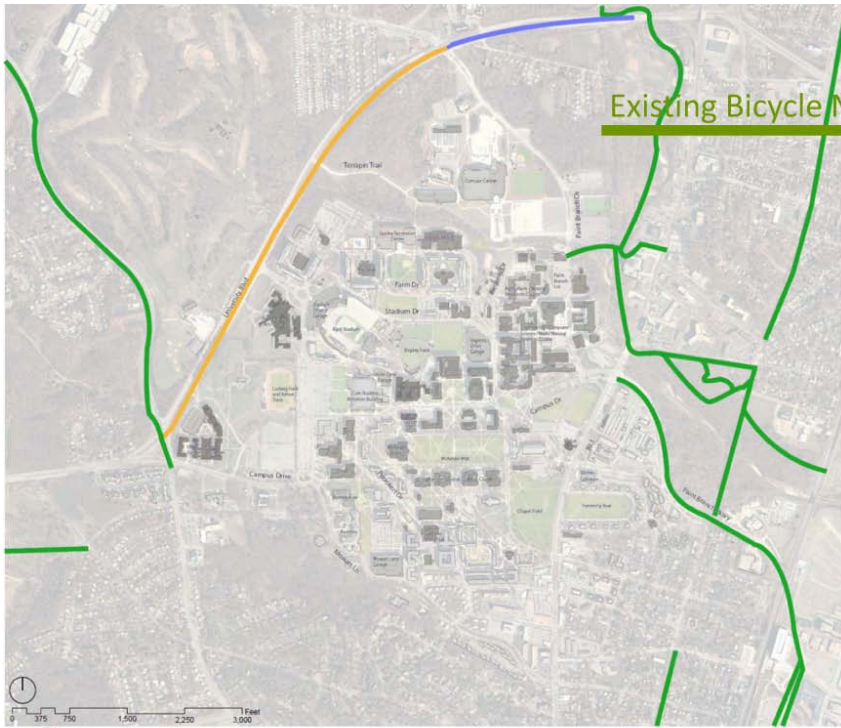




Goal: Create a more bicycle friendly campus that encourages and supports efficient, pleasant, and safe biking experiences.

Recommended Actions:

- Install bike paths, bike lanes, and shared roadway patterns.
- Provide sufficient wayfinding systems for bicyclists.
- Install secure, protected, short and long-term parking for bicycles, as close to buildings as possible.
- Implement physical changes in parking lots to improve comfort and safety for bicyclists.
- Provide clear ways of accessing the campus and traveling through the campus by bike.
- Partner with adjacent jurisdictions to ensure streets and roads in the surrounding communities support and encourage bicycling to campus by supporting the design, installation, and maintenance of bike paths and bike lanes adjacent to campus and in the region.
- Identify clear preferred campus access/egress points for bicyclists connecting campus to surrounding area.
- Provide a range of educational and encouragement programs, including bike registration efforts, bicycle sharing, and bike rental programs, to promote the growth of a bicycle culture on campus.
- Publicize direct, safe and attractive bike routes to and from campus.



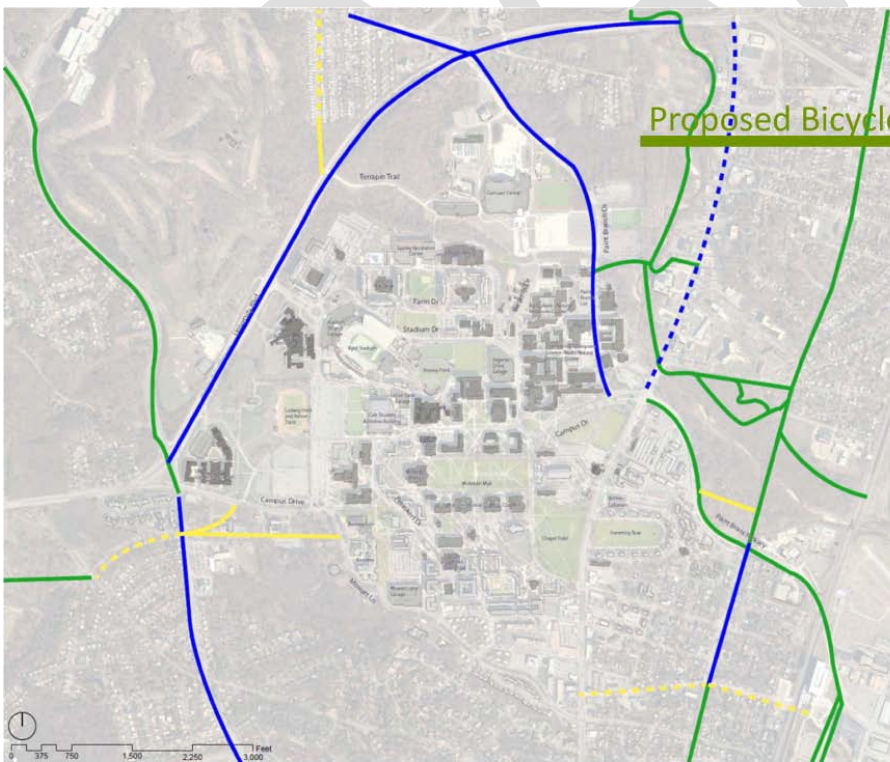
Existing Bicycle Networks

No Internal Routes

- Paved Shoulder
- Hard Surface Trail
- Bike Trail



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Proposed Bicycle Networks

External Routes

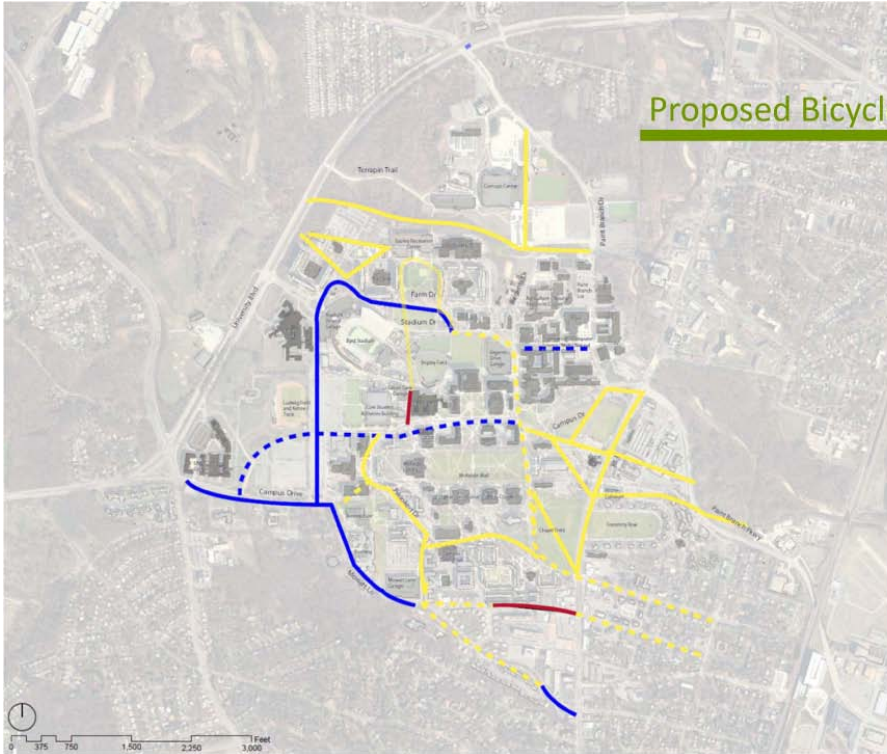
- Existing Hard Surface Trail
- Bike Lane
- - - Cycletrack
- - - Shared Use Path
- - - Shared Lane Marking
- - - Climbing Lane



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Proposed Bicycle Networks

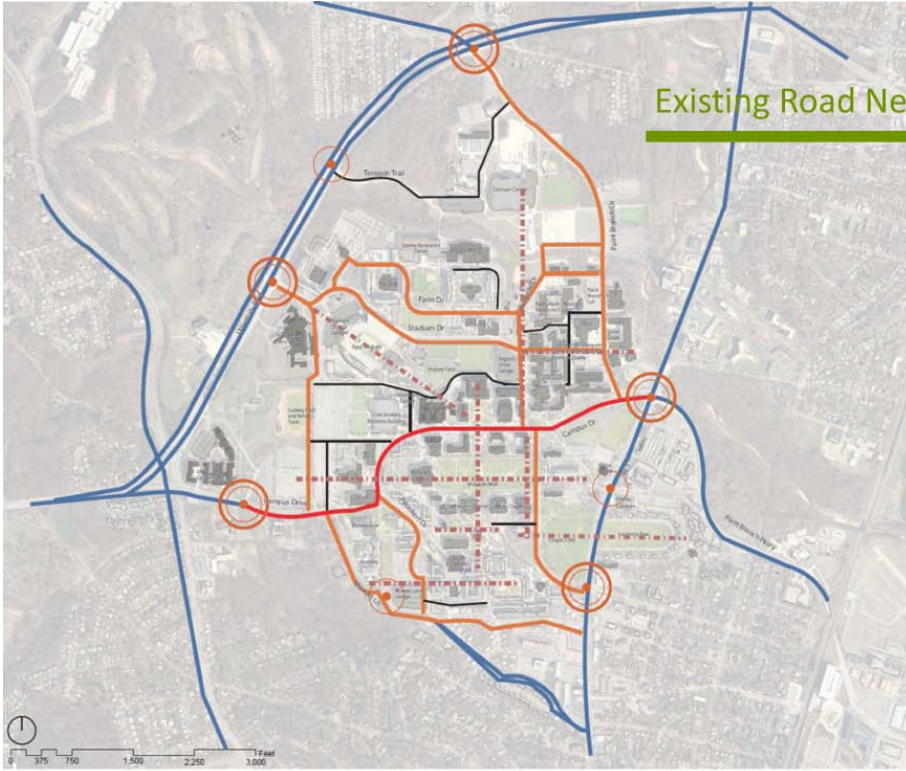
Internal Routes



- Existing Hard Surface Trail
- Bike Lane
- Cycletrack
- Shared Use Path
- Shared Lane Marking
- Climbing Lane

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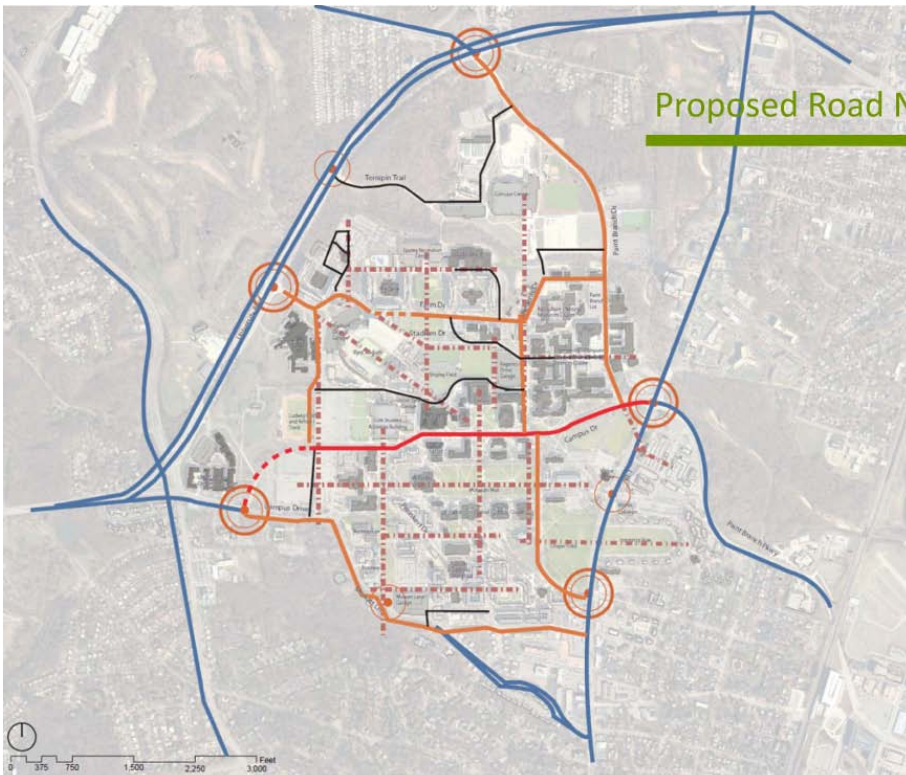
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Existing Road Networks

- Nodes Into Campus
- External Streets
- Campus Drive
- Secondary Streets
- Tertiary Streets
- Organizing Axes

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Proposed Road Networks

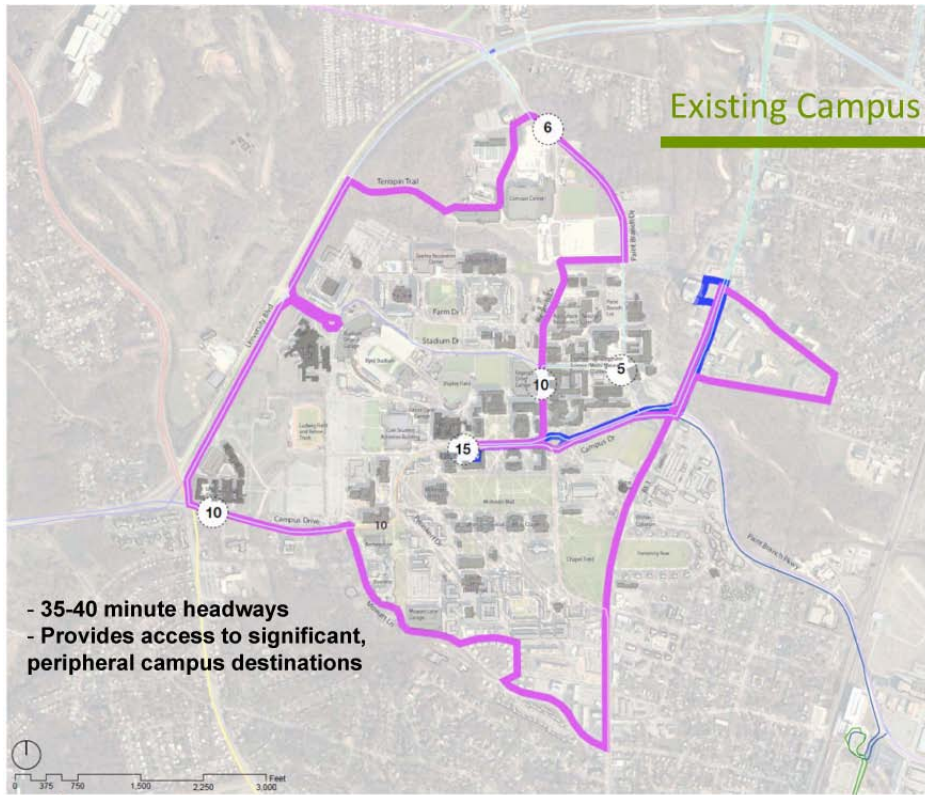
- Nodes Into Campus
- External Streets
- Campus Drive
- Secondary Streets
- Tertiary Streets
- Organizing Axes

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Goal: Create a more transit friendly campus that maximizes the use of alternatives to single occupancy vehicles.

Recommended Actions:

- Provide programs and practices to encourage the use of transit, carpools, and other alternatives to single occupancy vehicles.
- Support flextime and teleworking as practical strategies for reducing vehicular congestion.
- Expand use or availability of convenient and cost-effective occasional parking permits to supplement and provide alternatives.
- Implement marketing campaigns to publicize use of pre-tax funds and payroll deduction for transit and parking at transit sites.
- Provide a “Guaranteed Ride Home” program on campus.
- Encourage alternatives to driving to campus in all outreach and informational messages on UM home and departmental websites and for all special events.
- Ensure bus shelters are complementary to the campus, comfortable and well lit, pleasantly situated in the landscape, and sufficient in number and location, and with appropriate connections to pedestrian and bicycling modes of travel.
- Enhance existing technology and install additional technology supports for transit including fare card machines, electronic schedules and real-time route tracking, and other services.
- Support the reconfiguration of existing Shuttle UM routes and implementation of new routes to capture the maximum number of people who currently drive cars to campus, particularly those people living close to campus.
- Examine residential locations of the entire campus community (including faculty and staff as well as students) living further than 1-2 miles from campus to determine needs and requirements for transit service.
- Model shuttle transit route effectiveness evaluations to determine opportunities to combine routes, improve service frequency and implement other improvements.
- Implement changes to the intra-campus shuttle system to enable people to move from peripheral locations to the campus center and other major destinations quickly and efficiently.
- Implement a marketing campaign in collaboration with regional transit providers to encourage use of public transit by the University community.
- Share demographic and other data with regional transit providers to encourage the provision of service to the University community.
- Work with regional transit providers to eliminate service redundancies between Shuttle UM and other services.
- Proactively work with the MTA and others to ensure that the Purple Line alignment and stations encourage use of multimodal transportation.
- Encourage carpooling by developing and publicizing a range of benefits and incentives, including carpool matching systems, optimal parking locations, and reduced parking fees and implement vanpools if possible where demand for services exist.
- Offer pre-tax benefit for parking at park-and-ride facilities.

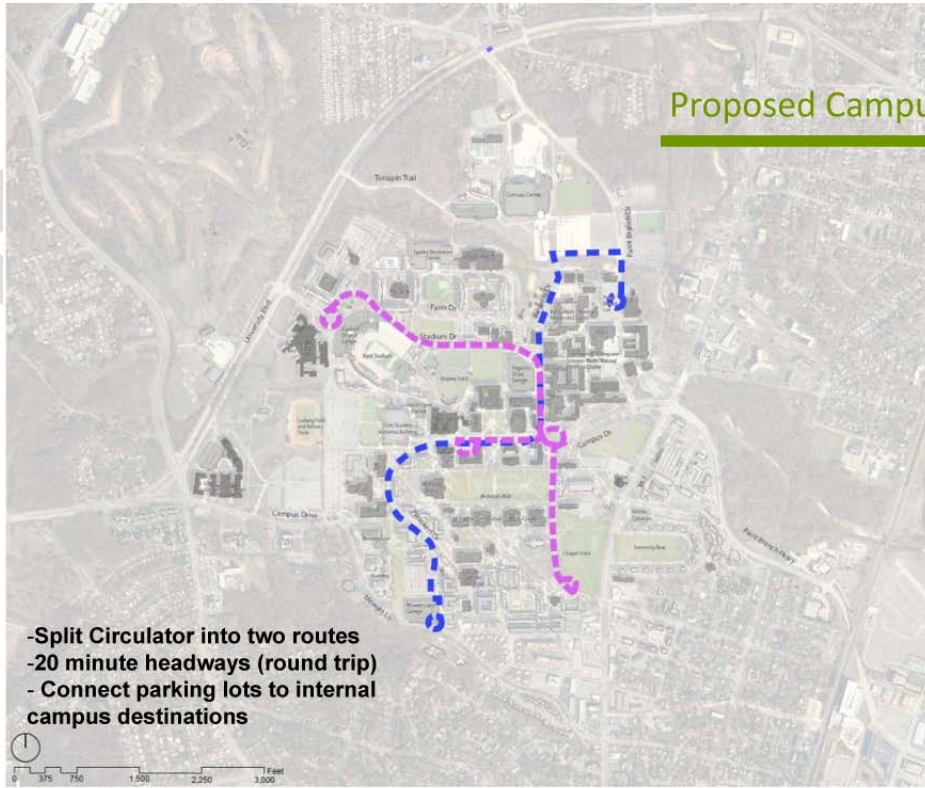


Existing Campus Circulator

- 35-40 minute headways
- Provides access to significant, peripheral campus destinations

- 114 University View
- 125 Campus Circulator
- Shuttle-UM Hub: # of Daytime Shuttles Using Stop

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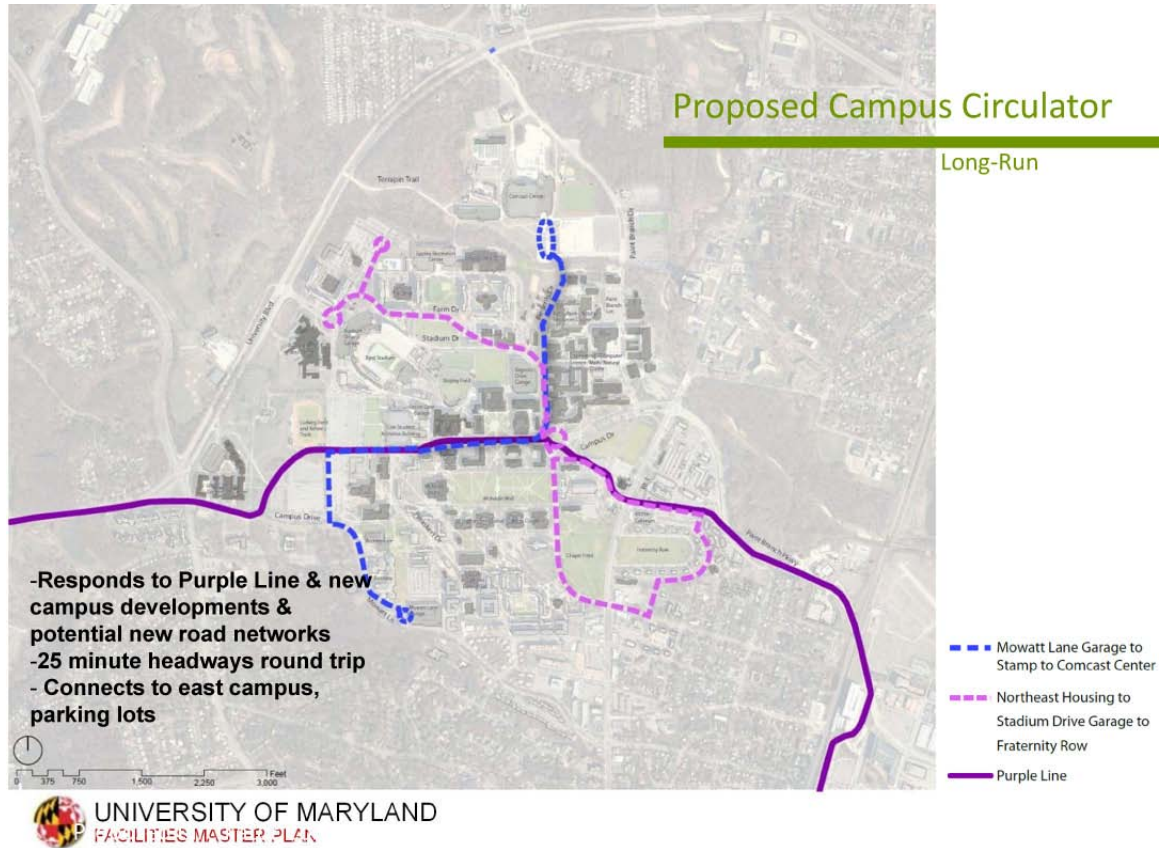
Proposed Campus Circulator

Short-Run

- Split Circulator into two routes
- 20 minute headways (round trip)
- Connect parking lots to internal campus destinations

- Mowatt Lane Garage to Stamp to Paint Branch Lot
- Stadium Drive Garage to Stamp to Chapel Field

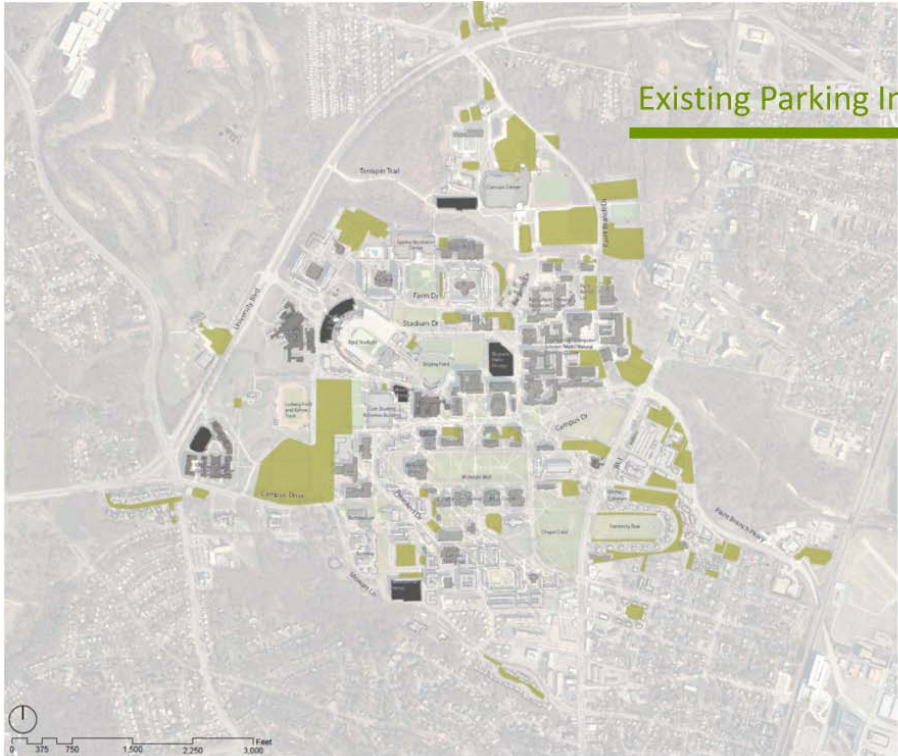
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Goal: Encourage access to campus by alternatives to single occupancy vehicles using parking policies and availability and reduce the overall supply and demand for parking on campus.

Recommended Actions:

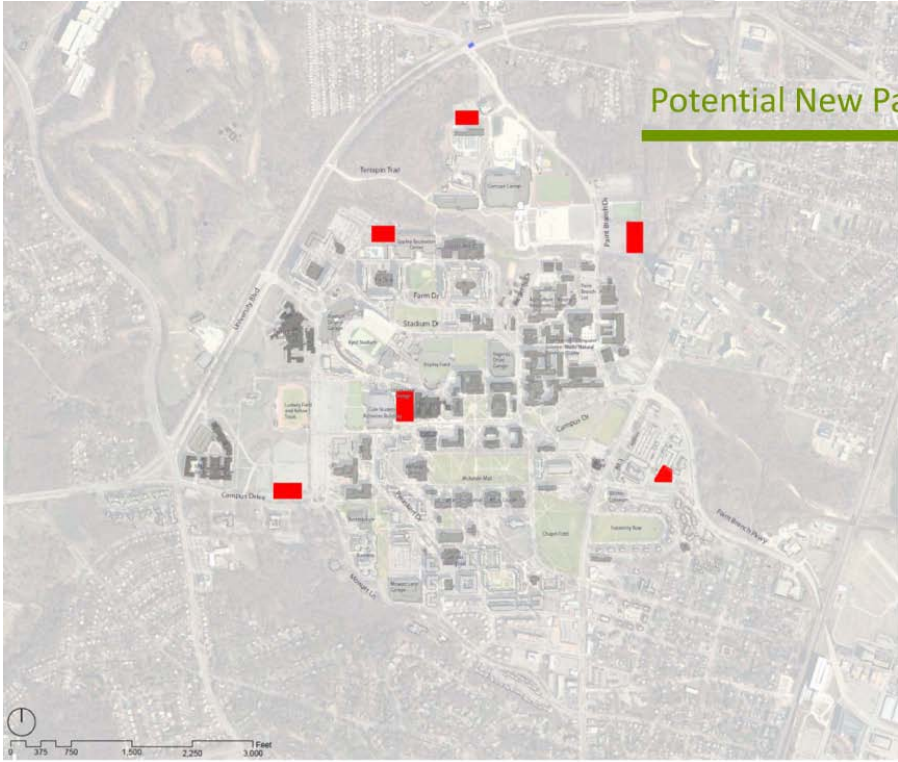
- Utilize selected green areas to support episodic large scale parking needs at special events without requiring additional surface parking lots on campus.
- Encourage Shuttle UM service to nearby hotels during high volume visitation events
- Implement existing policies restricting freshmen and sophomore students from having cars on campus.



Existing Parking Infrastructure

- Parking Garage
- Surface Lot

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Potential New Parking Garages

- Potential New Garages

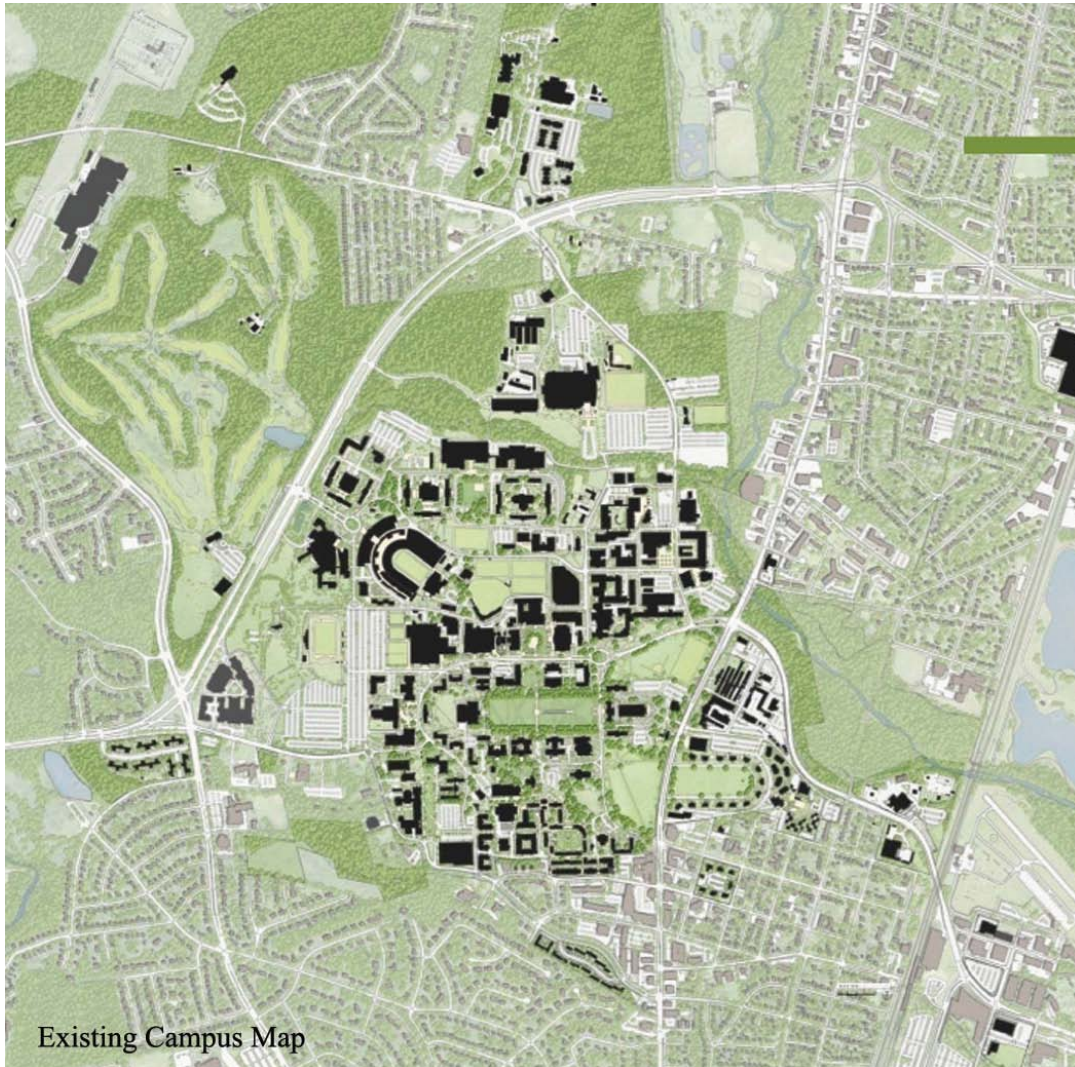
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Goal: Establish a financial model that supports the transportation initiatives of the FMP.

Recommended Actions:

- Identify the funding requirements related to each transportation goal including potential net losses due to permit reductions, costs of Shuttle UM initiatives, changes to infrastructure for bicycle efforts and costs of maintaining and promoting carpools and van pools.
- Pursue grants associated with related issues such as transportation, environmental sustainability, and livable communities.
- Partner with nearby housing developments regarding transportation service arrangements.
- Explore sponsorship opportunities with both local small business and national corporations.
- Investigate University revenue sources within existing funding streams at the campus level.
- Explore opportunities for alumni support for various projects.

E. District Plans



A. Overall Campus

1. Guiding principles;

- a. The implementation of the district plans should support and respect these principles;
- b. The implementation of the Plan requires some flexibility, but will always be guided by the physical planning principles;
- c. All components of the Plan should be coordinated such that they support these principles and the following four overarching frameworks:
 - Land Use;
 - Open Space;
 - Pedestrian and Bicycle Circulation, and
 - Vehicular Circulation.

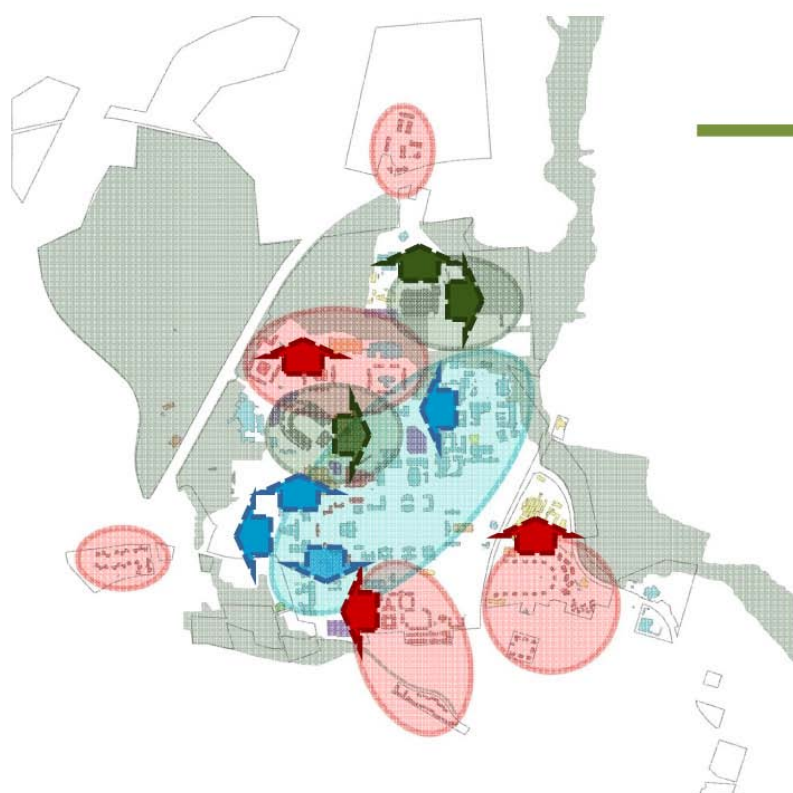


campus

Existing Land Use

- Key
- Academic
 - Housing/Residential Serv.
 - ICA Facilities (Athletics)
 - Recreational Facilities
 - Service
 - Parking Garages

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campus

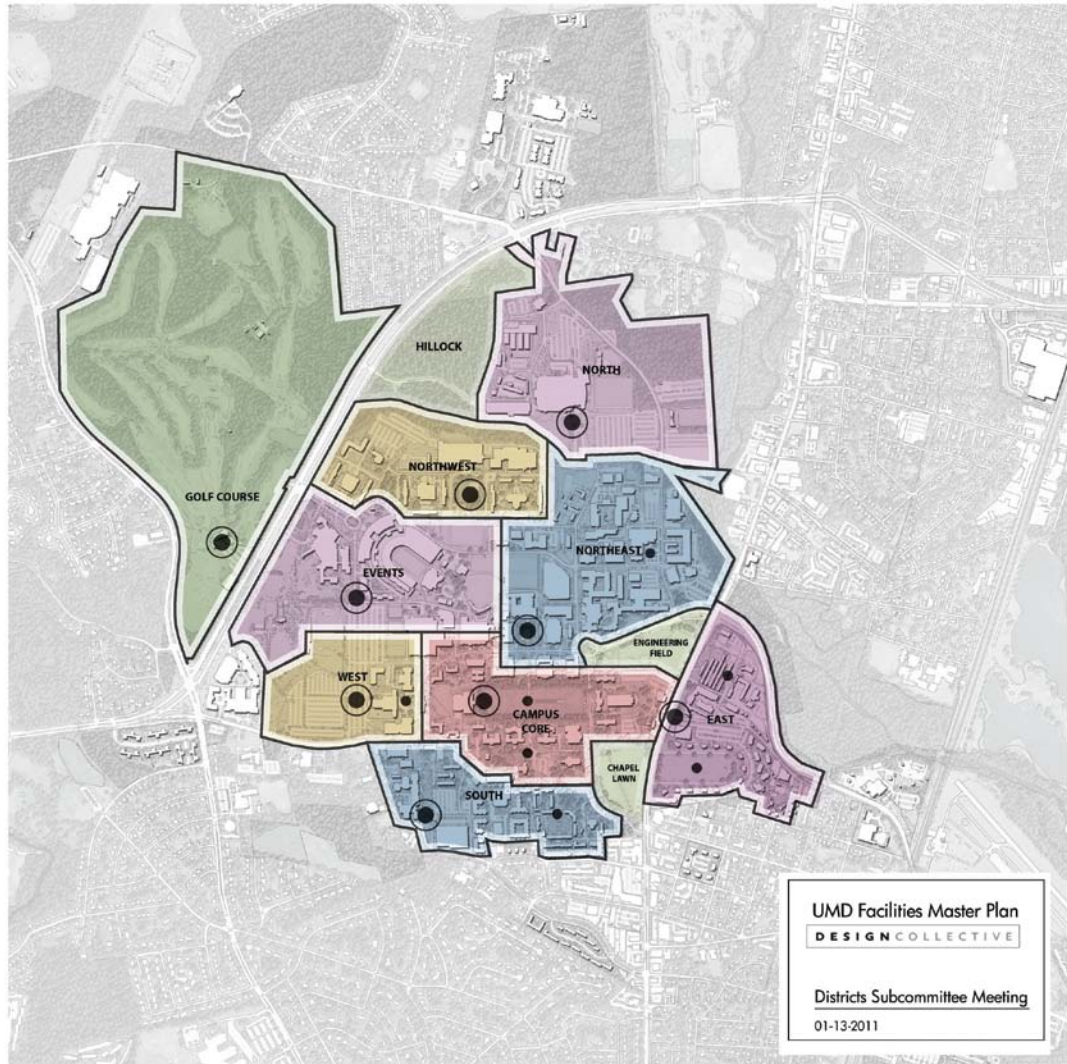
Land Use

Growth Pressures

- Key
- Academic
 - Housing/Residential Serv.
 - ICA Facilities (Athletics)
 - Recreational Facilities
 - Service
 - Parking Garages

UNIVERSITY OF MARYLAND
FACILITIES MASTER PLAN

2. Planning Recommendations
 - a. When new program demands growth, facilities should be located, generally, with 1) academic in the central area along the northeast by southwest diagonal; 2) residential/housing and support services such as dining and recreation primarily in the northwest and south; 3) ICA and CRS in the north and the northwest; and parking at perimeter;
 - b. Recognize and celebrate the uniqueness of each district; support the identity of each district as defined by the history, landscape and architectural character, topography, use, density, and similar;
 - c. Improve visual and physical connectivity and district identity campus-wide through creation, enhancement, and completion of open spaces and circulation routes, placement, alignment, and composition of new buildings; relocation and selective demolition of obsolete and non-contributing buildings; both within campus from district to district and outside campus to/from neighborhoods, trails in the surrounding communities;
 - d. Create a more coherent, consistent signage system with appropriate hierarchy for vehicles, bicycles, pedestrians, and buildings; improve signage/wayfinding beyond the physical campus (e.g., on surrounding roads, websites, and similar);
 - e. Improve the campus gateway image (particularly on University Boulevard/Rte. 193, Campus Drive, and Mowatt Lane); build brand/image;
 - f. Support other, broad principles [to be informed by the FMP Principles] such as create a coherent campus; support sustainable design; grow compactly and use land wisely/efficiently; promote pedestrian and multi-modal transportation; etc.



B. South

The South District is a predominantly residential district with buildings generally in the 3- to 7-story range. Indoor and outdoor support (recreation, dining, parking) facilities should accommodate student and housing needs. Strong axes and an emerging framework support pedestrian circulation patterns and primary view corridors. The completion of organizing elements such as Mayer Mall as well as the introduction of other open spaces will create a much stronger sense of place and cognitive understanding that better connects the buildings in the South including Van Munching, Architecture, and others west of Preinkert Drive with the Campus Core.

1. Land Use/Program:

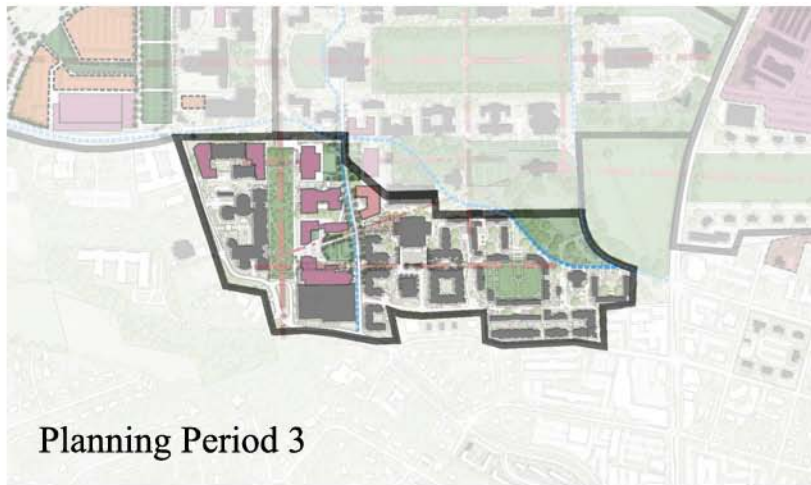
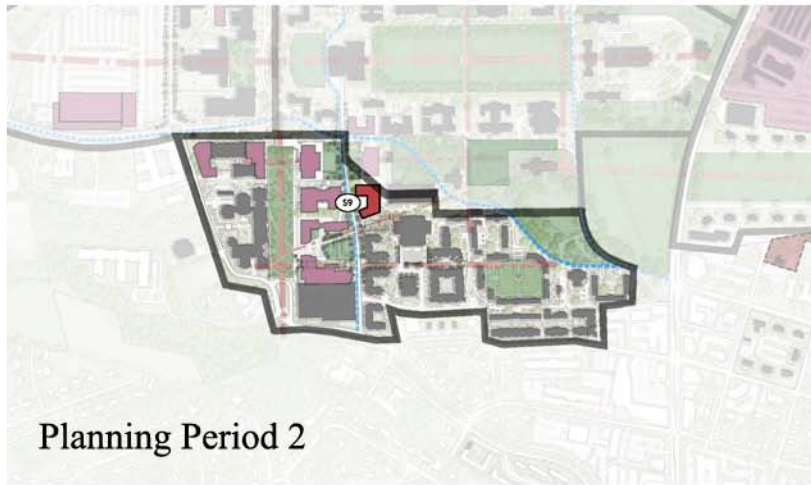
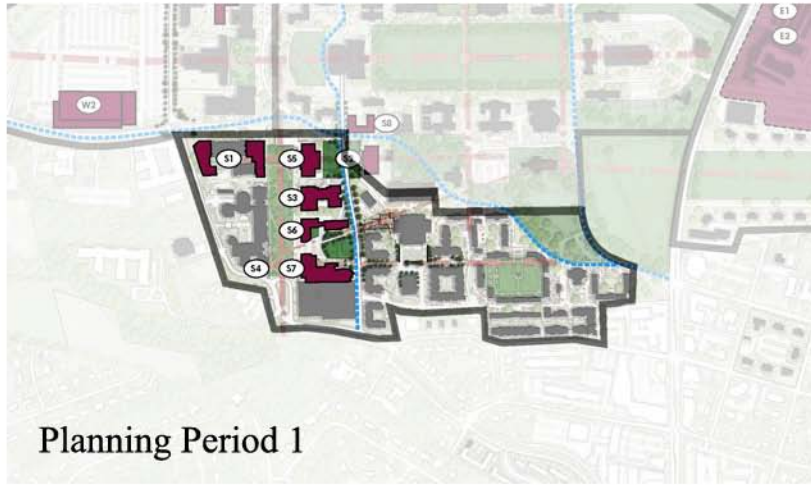
- a. Support, largely, a residential land use with support facilities, such as dining and recreation services (both indoor and outdoor);
- b. Support academic/classroom buildings where land allows and where the buildings help frame open spaces (e.g., along Mayer Mall).

- c. Planning Period One (0-10 years):
 - 1) Accommodate 463-bed program for a new Resident Life student housing building and SCUB approximately 5,000 GSF (located in the basement) to serve the above South District building program; to be built prior to the demolition of Carroll, Caroline, and Wicomico Halls (C-C-W); situated north of the Washington Quad-Van Munching Hall (east-west) axis and south of the existing C-C-W buildings;
 - 2) Accommodate program for a new Campus Recreation Services (CRS) facility; may occur after demolition of C-C-W; situated along the north face of the Mowatt Lane Garage; building size 70,000 GSF per current CRS funding strategy;
 - 3) The redevelopment proposes the relocation of building occupants and the demolition of the West Education Annex, loss of parking in Lots U5 and U6, and a partial re-alignment of Preinkert Drive;
 - 4) The new student housing and recreation buildings form an open space/quad; design/plan the open space to include permeable paving walkways, rain gardens for storm water infiltration, and an outdoor pavilion for gathering, recreation and pick-up/drop-off;
 - 5) Integrate/refine the diagonal pedestrian circulation from the new quad up to LeFrak Hall and South Campus Dining Hall with handicap access ramps and terraces;
 - 6) Consolidate service and screen loading on the south side of South Campus Dining; improve the pedestrian walkway along the Washington Quad-Van Munching Hall, east-west axis.
 - 7) Accommodate a new Visual Arts and Cultures Building;
 - 8) Accommodate an expansion to the School of Architecture;

- b. Planning Period Two (11-20+ years):
 - 1) Provide for future academic/classroom building(s);
 - 2) Accommodate substantial renovation of South Campus Dining Hall;
 - 3) Accommodate a new School of Public Policy;
 - 4) Accommodate a new Public Protection and Security Research Building;
 - 5) Accommodate future SCUB expansion scenarios, including: a) SCUB II expanded to the west and/or south of the existing SCUB building; b) located in a future academic building, retaining the existing SCUB; and, c) located in a future academic building and sized to replace the existing SCUB II (the SCUB II site to be redeveloped as a future academic building);
 - 6) Integrate/refine the open space and pedestrian and bicycle circulation from Memorial Chapel, to Morrill Hall, around Anne Arundel Hall(along ridge line), and leading to Tawes Plaza as part of the South District's Period Two program with or without the removal of private vehicles and/or the reconfiguration of Preinkert Drive.

- 2. Connectivity and Organization:
 - a. Improve cognitive understanding and orientation within the district;

- b. Enhance clarity of pedestrian circulation and open spaces, particularly west of Preinkert Drive;
 - c. Improve connections to adjoining community properties on the campus edge which serve or house students (e.g., Hillel Jewish Center, Catholic Student Center, Graduate Hills Apartments; the proposed Domain mixed-use development, and others)
 - d. Improve overall pedestrian connectivity, attractiveness, and functionality of the service area for South Campus Dining to enhance the Washington Quad-Van Munching Hall axis;
 - e. Consider the placement of new buildings that frame open spaces, respect primary axes, and improve connections from Van Munching, Architecture, and others to Morrill Quad and the Campus Core (see below).
3. Physical Planning:
- a. Respect primary axes and organizational framework:
 - 1) Washington Quad to Van Munching;
 - 2) Chapel, to Morrill, and around Anne Arundel (along ridge line);
 - 3) Mayer Mall, to Anne Arundel cupola, and to Cole beyond;
 - b. Respect the topography of the District, the sloping grade and the ridge line from the Chapel to Morrill, and around Anne Arundel;
 - c. Develop district-specific characteristics to build upon and celebrate the best existing attributes, referencing the Aesthetic Guidelines; [TBD: density, height, architectural character, landscape, impervious coverage, tree coverage, and similar];
 - d. Plan for the demolition of West Education Annex (Dance), C-C-W, Preinkert, and Worcester buildings;
 - e. Plan for the long-term potential demolition of the existing SCUB (and incorporation of replacement facilities into future buildings) together with the renovation of the South Campus Dining Hall and other potential facilities to support improved connectivity, spatial definition, and more efficient use of land;
 - f. Consider, long-term, the replacement of Susquehanna Hall and address the University frontage along Lehigh Road and Mowatt Lane [confirmation required].



C. West:

The West District is predominantly surface parking. Short-term strategies should reduce pedestrian and vehicular conflicts within the parking lots, along drive aisles, and adjacent roads. Long-term strategies should provide flexibility for future growth. A new north-south axis (and open space) and a new, diagonal axis focusing on the relocated President's House, together with an east-west axis that builds from the McKeldin axis, will provide a sense of place and will support physical and visual connections to adjacent districts and to the Campus Core. In this district, a planning framework for the placement of new buildings (rather than specific building footprints) will encourage the creation of these important axes and open spaces to be completed over time, enabling important flexibility for the use, program, and scale of new buildings when they are needed.

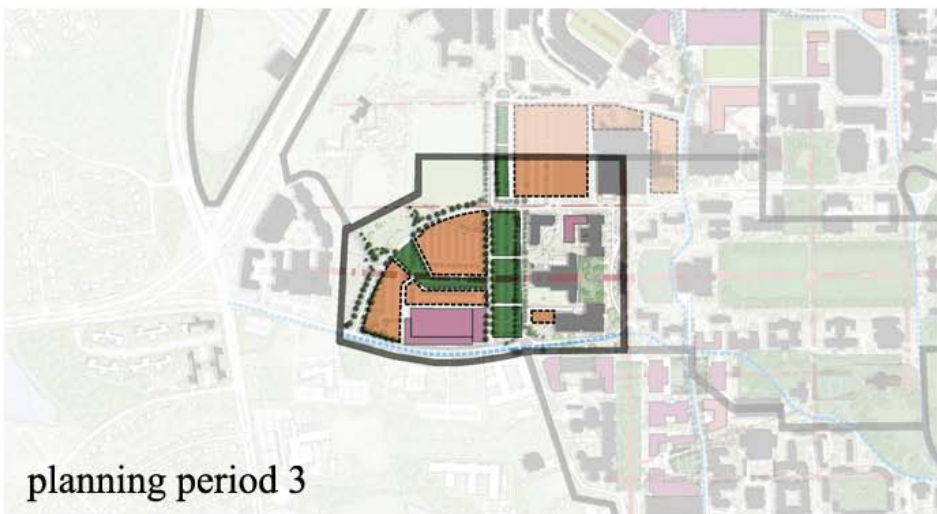
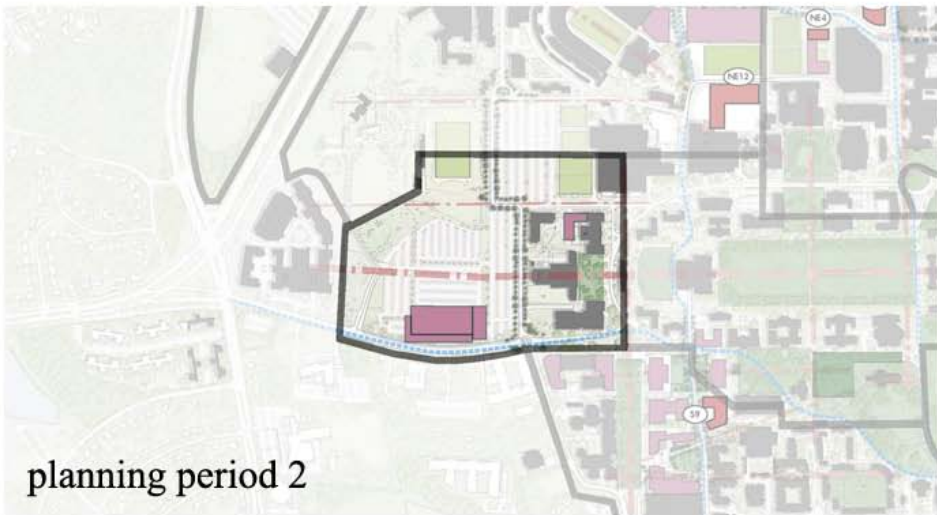
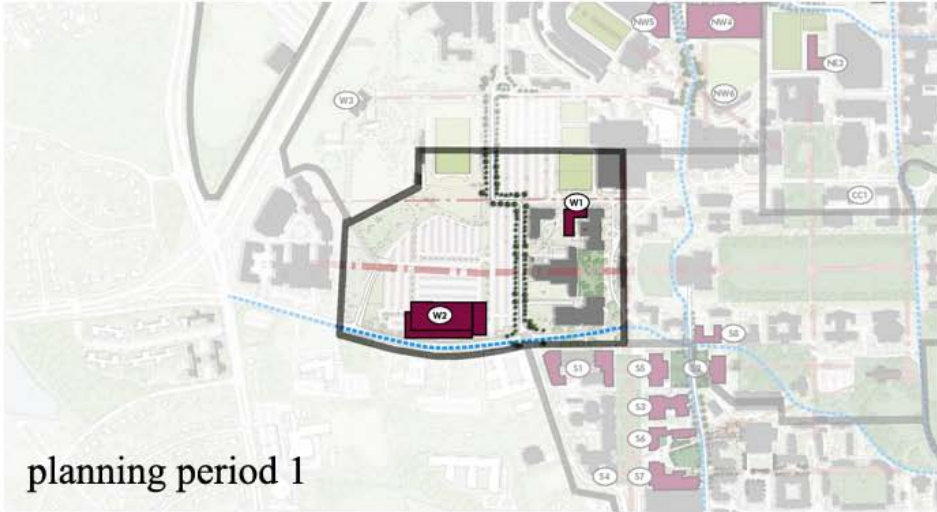
1. Land Use/Program:

- a. Limited program slated for the West District beyond the West District Parking Garage [confirmation required following campus-wide parking and program assessment, therefore instill a planning framework that guides the placement of future facilities and accomplishes the goals below;
- b. Planning Period One (0-10 years) Goals:
 - 1) Reduce pedestrian/vehicular conflicts in Lot1 and improve multi-modal circulation:
 - a) Create a street to the west edge of Lot1 traveling north-south along the edge of Ludwig Field, connecting to an extension of Campus Drive/Union Drive traveling west from Cole Student Activities Building, curving to meet Presidential Drive, and intersecting with Campus Drive when the LPA for the Purple Line is implemented; a vehicular street to the edge of campus and Lot1 will allow pedestrians to walk east to campus with less through-traffic conflicts while improving vehicle movement by minimizing crossings. An immediate improvement for pedestrian circulation to help reduce conflicts with vehicles prior to the implementation of the Purple Line will create a street to the west edge of Lot1 traveling north-south along the edge of Ludwig Field, connecting to Campus Drive.
 - b) Along these new streets, create a consistent streetscape, including sidewalks, street trees, bioswales/ rainwater infiltration, and on-road bike lanes;
 - c) Reserve a sidewalk and "pedestrian zone" between the new north-south road and Ludwig Field;
 - d) Collaborate with the Maryland Transportation Administration to accommodate the Purple Line route in the Campus Drive/Union Drive street section, should the Campus Drive alignment proceed as planned;
 - e) Limit entry points to parking lots to reduce turning movements, improving safety and vehicular circulation; consolidate entry points to the following lots: 1b, Z, and JJ3; allow for flexibility to "open"

- entry points for major university events (e.g. football games, Maryland Day).
- f) Clearly mark sidewalks and pedestrian circulation routes along the new streets and where possible, within/through the parking lots. Create two or three east-west pedestrian circulation routes, marked with pervious pavers and aligning with existing walks on campus (e.g., between the tennis courts and to either side of Tawes). To note, there was general agreement on creating the pedestrian routes and placement, however, further discussion/determination is needed on placement, materials, and acceptable number of lost parking spaces.
 - Regarding b) and d) above, planning of the complete streets should include discussions with MTA and MDE to ensure proper design and compliance;
 - Use current design standards for parking stall and drive aisles for altered parking areas within Lot1.
- 2) In the short-term, minimize the loss of parking in Lot1:
 - a) While the Department of Transportation has planned to reduce surface parking overall on campus, they need to balance the displacement of surface parking for new building projects with the University's parking needs
 - b) To ensure revenue is maintained, Athletics requires a replacement strategy for surface spaces lost short-term until a garage can be built and the Game Day experience transitions to tents and other event spaces. Grass parking on Fraternity Row and/or Chapel Lawn may offer a short-term solution with significant impacts and maintenance required to keep the appropriate appearance for these major iconic open spaces.
 - 3) Improve the West gateway and the edge condition of campus in coordination of the LPA for the Purple Line; in the short-term (Period One), improvements may likely be limited to entry signage and landscaping.
 - 4) Improve sustainability in the West District:
 - a) Reworking portions of Lot1 should achieve the above goals while reducing impervious surfaces and increasing rainwater infiltration. Improvements should be made where they are likely to be permanent, where investments have long-term impact, where street trees can mature, and where future building program and infrastructure improvements will not displace improvements. Importantly, the location of streets should support the long-term plan (i.e., the streets should be seen as a permanent investment). Avoid investing dollars in the large-scale restriping or greening of surface parking lots or creating new surface parking lots.

- c. Planning Period Two (11-20 + years) Goals:
- 1) The south side of Campus Drive will likely be institutional use (UMUC) and private-sector development mixed-use housing with ground floor retail (e.g., Domain College Park is an approved, 5-story residential building with ground floor retail at the intersection of Campus Drive and Mowatt Lane, at the SW corner of the existing roundabout). On the north/campus side of Campus Drive (between Adelphi and Mowatt lane), the character of Campus Drive should be pedestrian-scaled with ground level retail, to the extent practical and economically feasible, with housing and similar uses on upper floors. Streetscapes should be urban in nature, approximately 15 (similar with Domain?) to 25 feet in width to accommodate activity (the south-facing streetscape should be planned to accommodate gathering areas with tables, chairs, and similar).
 - 2) A build-to-line along the north side of Campus Drive, approximately 15 to 25 feet from curb, will govern future building placement, suggesting utilities may need to be relocated to achieve such a mixed-use streetscape character. (If utilities are not relocated, the build-to-line would be approximately 80 to 100 feet from Campus Drive, creating a vastly different streetscape character and dividing the north and south sides of Campus Drive.)
 - 3) Accommodate a future parking garage to address UM parking requirements; locate along the southern edge of Lot 1, adjacent to Campus Drive, with sufficient space for a “building wrapper” along the south side of the garage facing Campus Drive. This wrapper could accommodate a) graduate housing (ideally 80 to 100 units?), or b) office-type use. A program is not identified and may be challenging for the University to implement. Flexibility is needed for adaption to future growth needs. Other sides of the garage may be wrapped and/or “buffered” (attaching is not critical) with new buildings that visually hide the garage.
 - 4) As needed by program growth, academic buildings, in the long term, should compose the majority of the Lot 1 area and the West District, transitioning to event uses (such as CSPAC, the President’s House and Conference Center, and the Alumni Center) in the north.
 - 5) Accommodate an east-west pedestrian axis and view corridor, at least as a generously wide pedestrian pathway, extending from the McKeldin Mall axis, to Tawes, and further to UMUC.
 - 6) Frame the new north-south open space with buildings, extending from Campus Drive to Stadium Drive, avoiding the area that includes underground utilities.

- 7) Alternate locations should be reserved for a future north-south road extending its proposed intersection with Campus Drive/Union Drive south to Campus Drive. This road could be controlled to allow only buses, cars during off-peak hours, and/or service vehicles only; future flexibility is encouraged. This extension could be 1) a continuation of the proposed alignment, or 2) an “offset” adjacent to Tawes (the off-set would have a traffic calming effect, reducing cut-through traffic), maximizing remaining surface parking to the west.
2. Connectivity and Organization:
 - a. Create a street to the west edge of Lot1 traveling north-south along the edge of Ludwig Field;
 - b. Extend Campus Drive/Union Drive west, south of Ludwig Field, west of Lot 1, and connecting to Campus Drive between Adelphi Road and Mowatt Lane, as an extension to the primary east-west thoroughfare through campus;
 - c. Improve pedestrian circulation within and across the district (current parking area) to the campus;
 - d. Improve pedestrian and bicycle circulation and safety from Adelphi Road along Campus Drive.
 3. Physical Planning:
 - a. Establish primary axes and organizing framework:
 - 1) From, generally, the circle at Campus Drive and Mowatt Lane and extending north to Stadium Drive;
 - 2) From Tawes and extending west to UMUC as a continuation of the organizing McKeldin Mall axis.
 - b. Collaborate with the MTA to establish planning and design principles for the surface light rail along the extended Campus Drive for the Purple Line;
 - c. Develop district-specific characteristics to transition from the Campus Core to the edge, referencing the *Aesthetic Guidelines*; [TBD: density, height, architectural character, landscape, impervious coverage, tree coverage, and similar].



D) Northwest:

The Northwest District largely comprises event facilities buildings in the 1- to 10-story range and indoor and outdoor support facilities: football/athletics, student activities, performing arts and residence halls. Short- and long-term strategies should continue to support the need for these activities, support facilities, and necessary parking. The district's primary streets, including Union Lane, Stadium Drive, and Fieldhouse Drive, should be enhanced with streetscape improvements making them more attractive, more accommodating for pedestrians and bicyclists, and clearer in terms of their hierarchy within the campus. The district's topography and somewhat random organization of buildings compromise circulation and the sense of place; where possible, plans should attempt to improve the overall organization and cognitive understanding.

Currently, the district includes a large student population and has the potential to accommodate more student housing. Improved, safer, and clearer pedestrian and bicycle circulation routes to and from various areas of the campus are a main priority and should be carefully coordinated with similar improvements through the West District. The Northwest District, especially Stadium Drive, portions of Farm Drive, and the area's landscape, give the impression of a back side of the campus; improvements should be made to reverse this appearance and make the district a more attractive entrance.

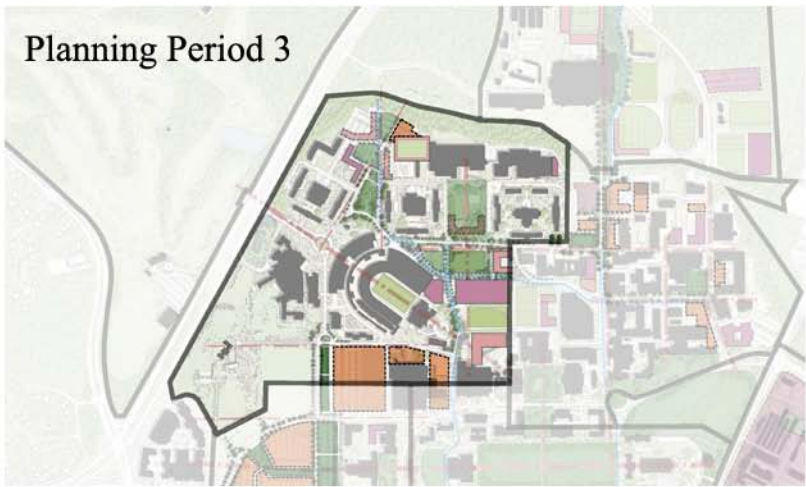
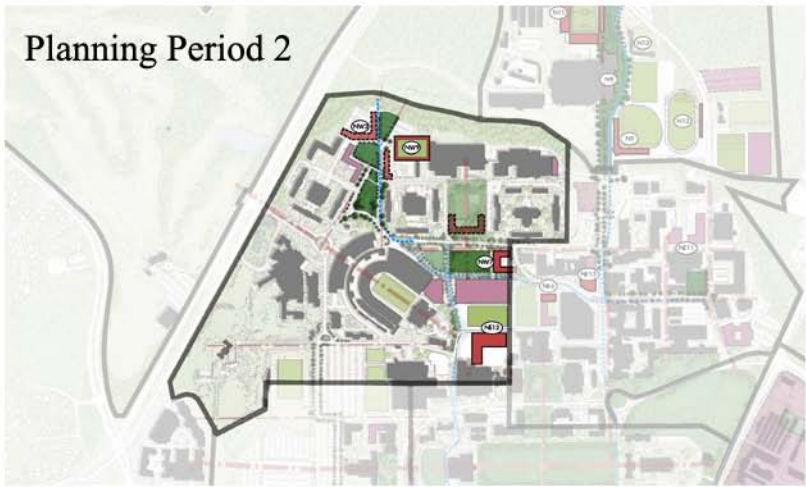
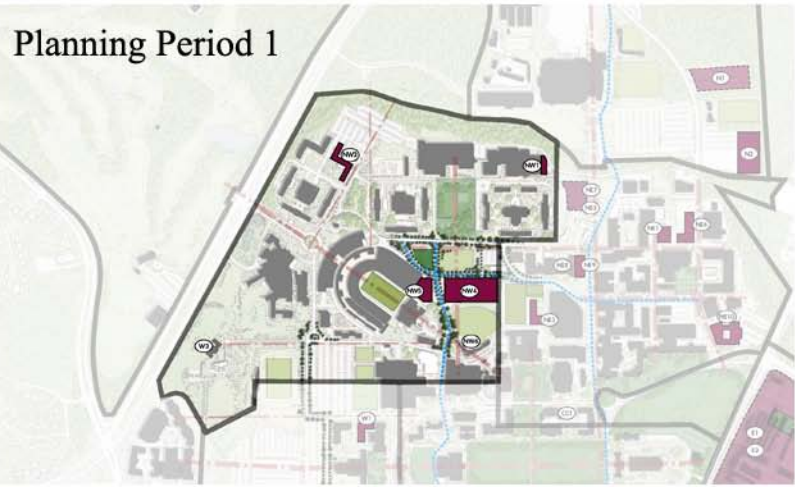
1. Land Use/Program:

- a. Continue to support, largely, athletics, performing arts, Stamp Union and other event-oriented uses;
- b. Continue to support ICA needs and, particularly, outdoor and indoor practice fields associated with football and lacrosse;
- c. Evaluate potential relocation of ICA facilities (except football and lacrosse) to the North District;
- d. Improve attractiveness and functional use of land as part of the Game Day experience in the vicinity of Stadium Drive and adjacent to Byrd Stadium and Ellicott Hall;
- e. Support new buildings and expansions, where land allows and where the buildings help frame open spaces and improve circulation patterns.
- f. Accommodate Bioscience Research expansion for improved animal holding facilities;
- g. Accommodate program and siting of new Indoor Practice facility near Byrd Stadium; this facility is a priority for ICA;
Accommodate program for a new Varsity Team House and support facilities for ICA; this facility is a priority for ICA; (ICA is willing to explore design options of having the Varsity Team House and student athlete housing that wraps the north side of the upper deck).
- h. Reorganize practice fields to improve efficiency of land use and accommodate turf fields.

- i. Continue to support, largely, a residential land use with support facilities, such as dining and recreation;
 - j. Evaluate the ability to accommodate future housing needs (2000 or more beds) should the need arise;
 - k. Support academic/classroom buildings, and other facilities, where land allows and where buildings frame open spaces and promote connections to natural areas including Campus Creek and the Hillock.
 - l. Accommodate program for a “mirror” of Oakland Hall (or other configuration); 650 beds required for the replacement of Leonardtown.
2. Connectivity and Organization:
- a. Improve pedestrian and bicycle circulation past the Varsity Team House, to Stamp, and along Union Lane;
 - b. Improve pedestrian circulation adjacent to Regents Garage leading to Hornbake Plaza;
 - c. Improve attractiveness and pedestrian and bicycle-friendliness of Fieldhouse Drive, particularly in the vicinity of Stamp Student Union; along Union Lane adjacent to Stamp; and on the west and north sides of Bioscience Research; (currently, these areas and the streetscape are essentially a service alley;
 - d. Consider an organization of new buildings that frame new open spaces and strengthen axes/circulation routes.
 - e. Improve pedestrian and bicycle circulation and safety along and across Farm Drive, connecting to the Campus Core and Northeast Districts;
 - f. Improve and celebrate connections to open space and natural areas including Campus Creek and the Hillock.
3. Physical Planning:
- a. Establish primary axes and an organizing framework that includes open space and pedestrian and bicycle paths:
 - 1) From Stadium Drive to Stamp/Union Lane through the Varsity Team House area;
 - 2) Adjacent to Regents Drive Garage and to Hornbake Plaza;
 - b. Build replacement facility and demolish the Varsity Team House;
 - c. Consider relocation/reconfiguration of practice ICA fields;
 - d. Consider (evaluate) the long-term viability and potential demolition of the Union Lane Garage, Cole Fieldhouse (potential for indoor practice facility for football and other ICA sports); the land within this vicinity should be evaluated for other uses and that would improve the overall attractiveness of Fieldhouse Drive, frame new open spaces and circulation routes/axes, and consolidate/buffer service and loading;
 - e. Consider (evaluate) the long-term potential relocation of and the demolition of Shipley Field;
 - f. Establish primary axes and organizing framework:
 - 1) From La Plata/Eppley to the Campus Core;
 - 2) From Cambridge area to Northeast and Hornbake Plaza;
 - 3) From Oakland/Denton around Byrd to Campus Drive;

- g. Consider relocation and demolition of CYC;
- h. Consider relocation of building occupants and demolition of Jull Hall;
- i. Develop district-specific characteristics, referencing the *Aesthetic Guidelines*; [TBD: density, height, architectural character, landscape, impervious coverage, tree coverage, and similar].

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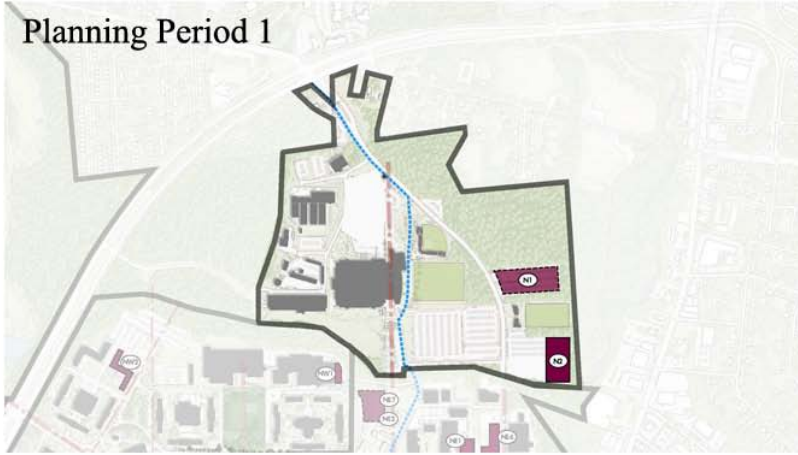


E) North

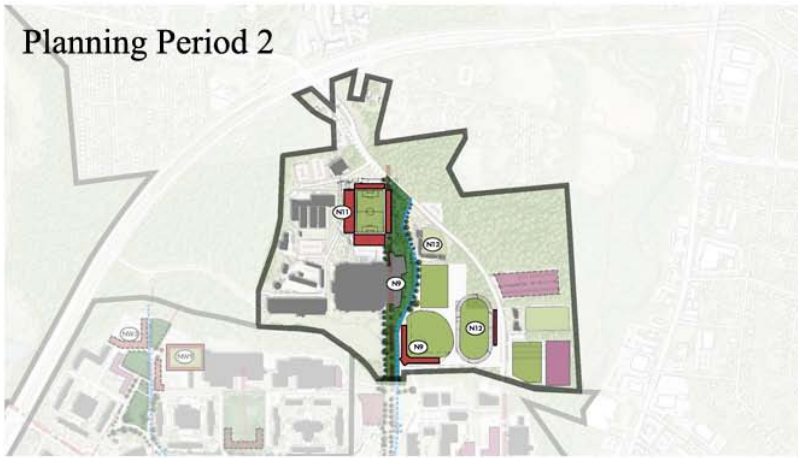
1. Land Use/Program:
2. Connectivity and Organization:
3. Physical Planning:

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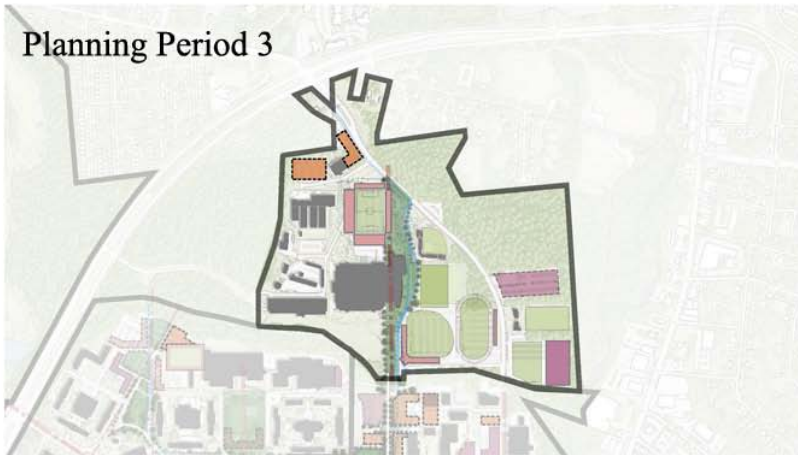
Planning Period 1



Planning Period 2



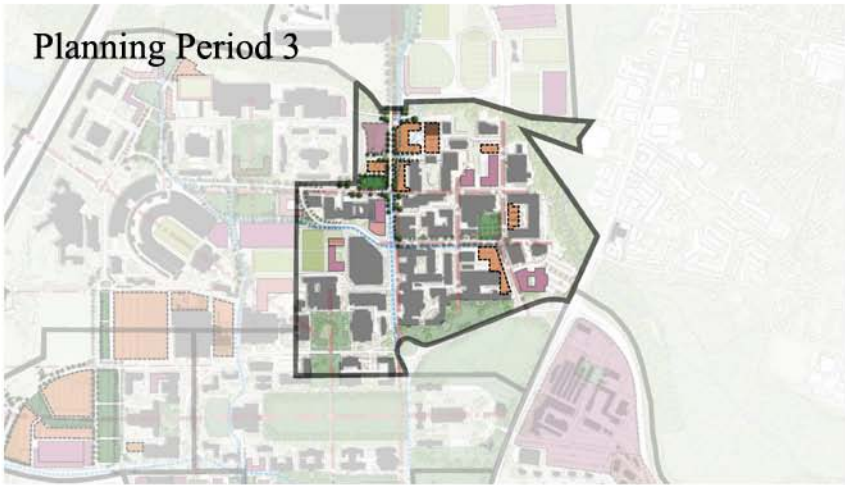
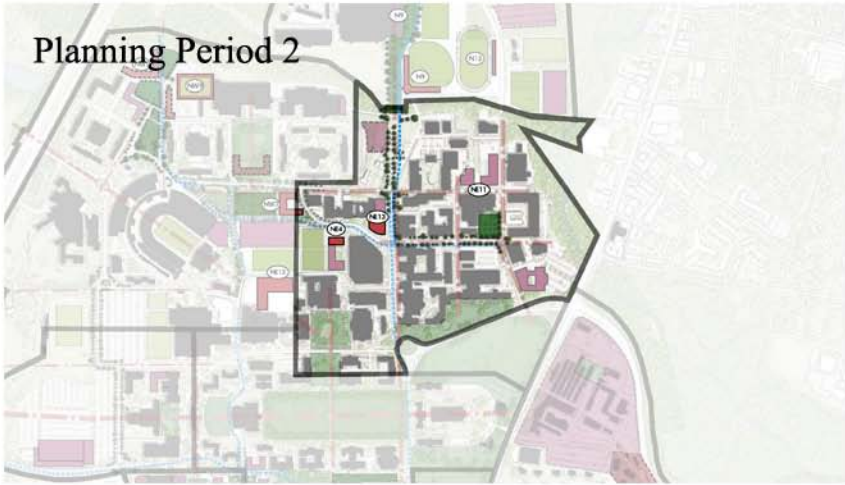
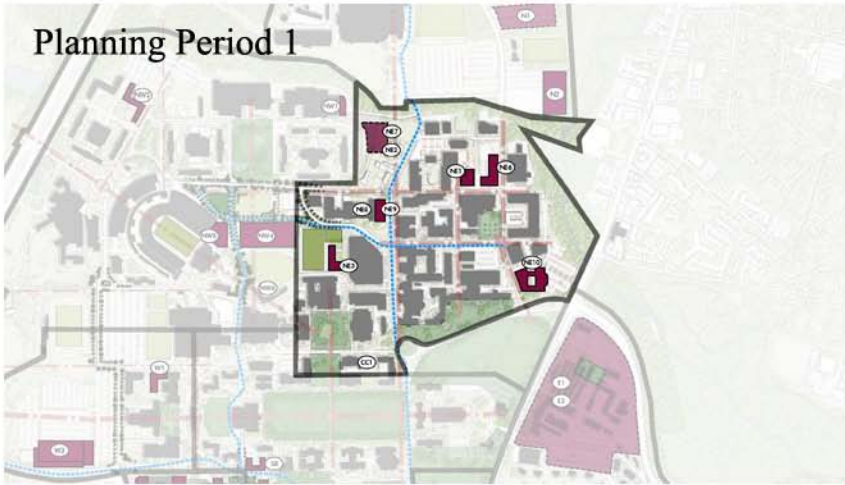
Planning Period 3



F) Northeast

The Northeast District is a predominantly academic district with buildings in the 2- to 5-story range. The district possesses a mostly “urban” character organized around a 9-square grid. Open space and vegetation are limited in this district to one urban plaza and a series of courtyard spaces. Improved, safer, and clearer pedestrian and bicycle circulation routes to and from various areas of the campus are a priority as Regents Drive and Paint Branch Drive are heavily used traffic connectors that separate the district from the rest of campus and the natural edge.

1. Land Use/Program:
 - a. Continue to support an academic and research land use with potential mixed-use buildings containing student/faculty services
 - b. Accommodate academic and research infill expansion. Infill locations should contribute to overall urban design principles for the district (i.e., define street edge, pedestrian connection paths, open space)
 - c. Replacement and demolition of existing buildings: (ITV and Building 093 Engineering Research)
2. Connectivity and Organization:
 - a. Enhance and define the nine-square grid organization of the district
 - b. Improve pedestrian and bicycle circulation throughout district
 - c. Improve and celebrate connections to open space and natural areas
 - d. Allow for natural area to extend into campus along pedestrian and bicycle connections/routes
 - e. Improve and enhance connectivity to other campus districts
3. Physical Planning:
 - a. Establish primary axes and organizing framework:
 - 1) Along Paint Branch Drive, from recreation field to Kim Plaza;
 - 2) Along Paint Branch Drive, from Kim Plaza to North district;
 - 3) Along Stadium Drive, from Paint Branch to Regents Drive.
 - b. Evaluate the long-term potential demolition of small scale sprawling footprint buildings in favor of higher density- smaller footprint buildings that utilize the limited land more efficiently
 - c. Develop district-specific characteristics, referencing the *Aesthetic Guidelines*; [TBD: density, height, architectural character, landscape, impervious coverage, tree coverage, and similar].



G) Campus Core

1. Land Use/Program:
2. Connectivity and Organization:
3. Physical Planning:

H) East Campus

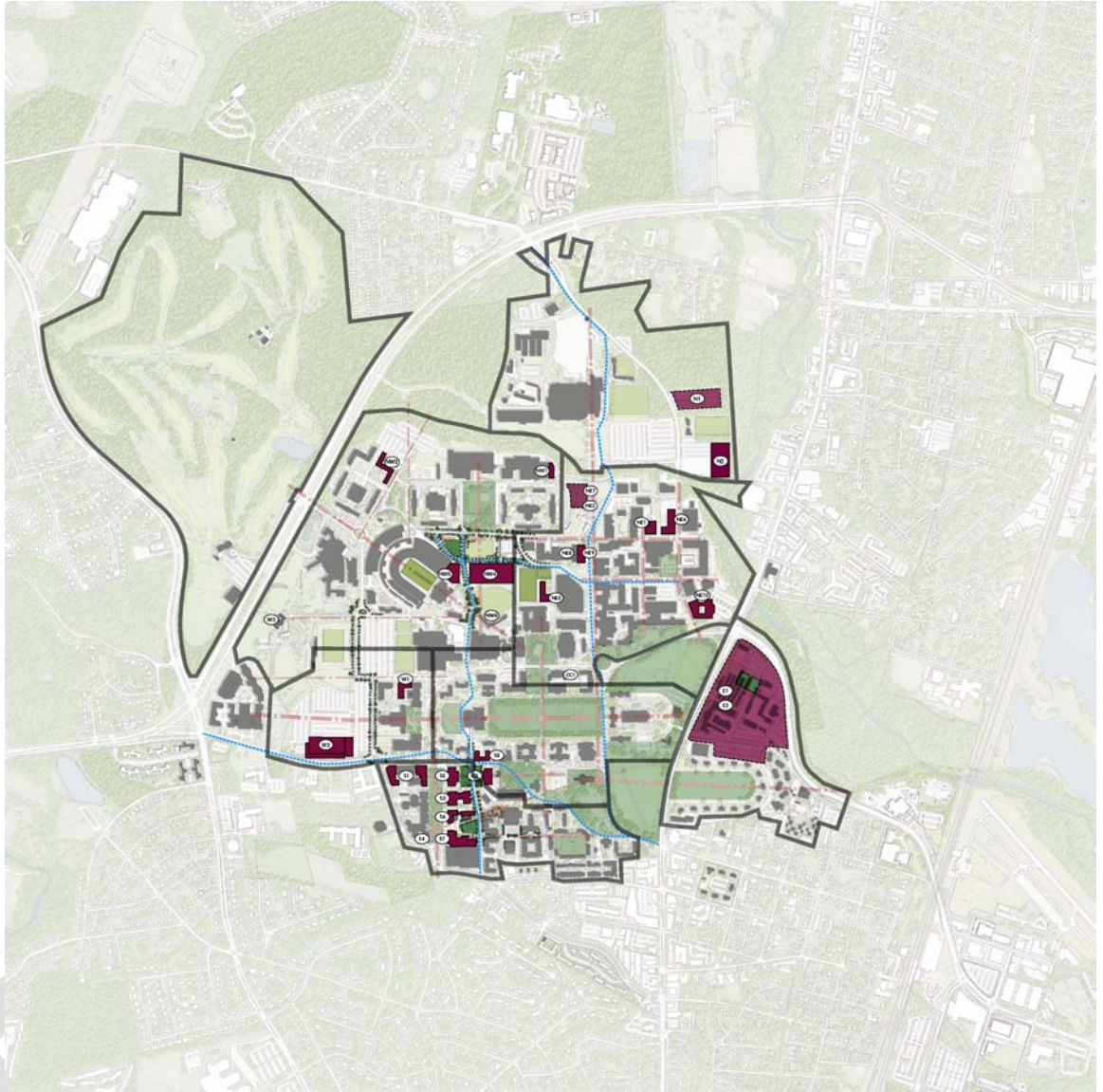
1. Land Use/Program:
2. Connectivity and Organization:
3. Physical Planning:

I) Golf Course

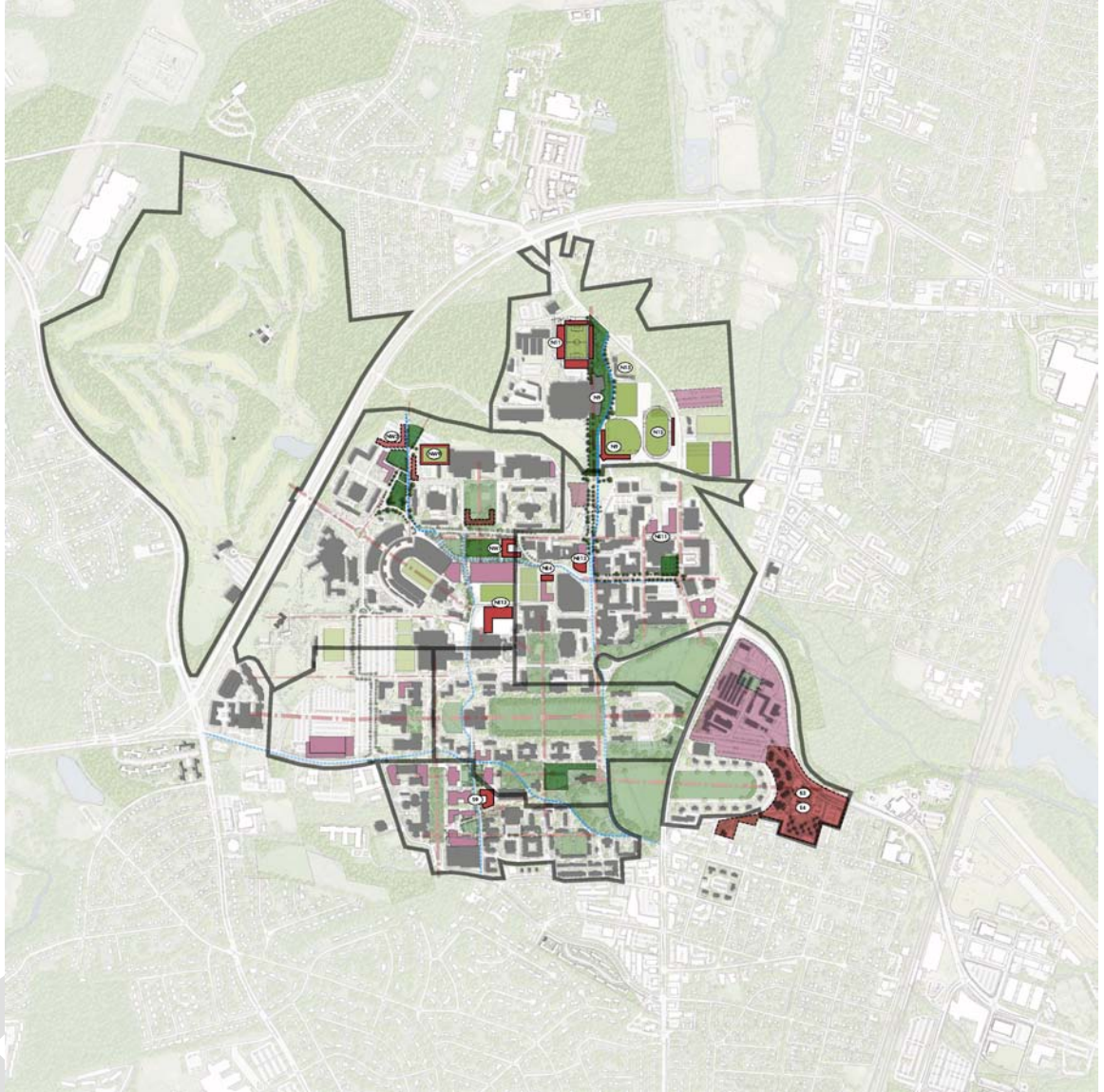
1. Land Use/Program:
2. Connectivity and Organization:
3. Physical Planning:

J) Outlying University-owned Properties

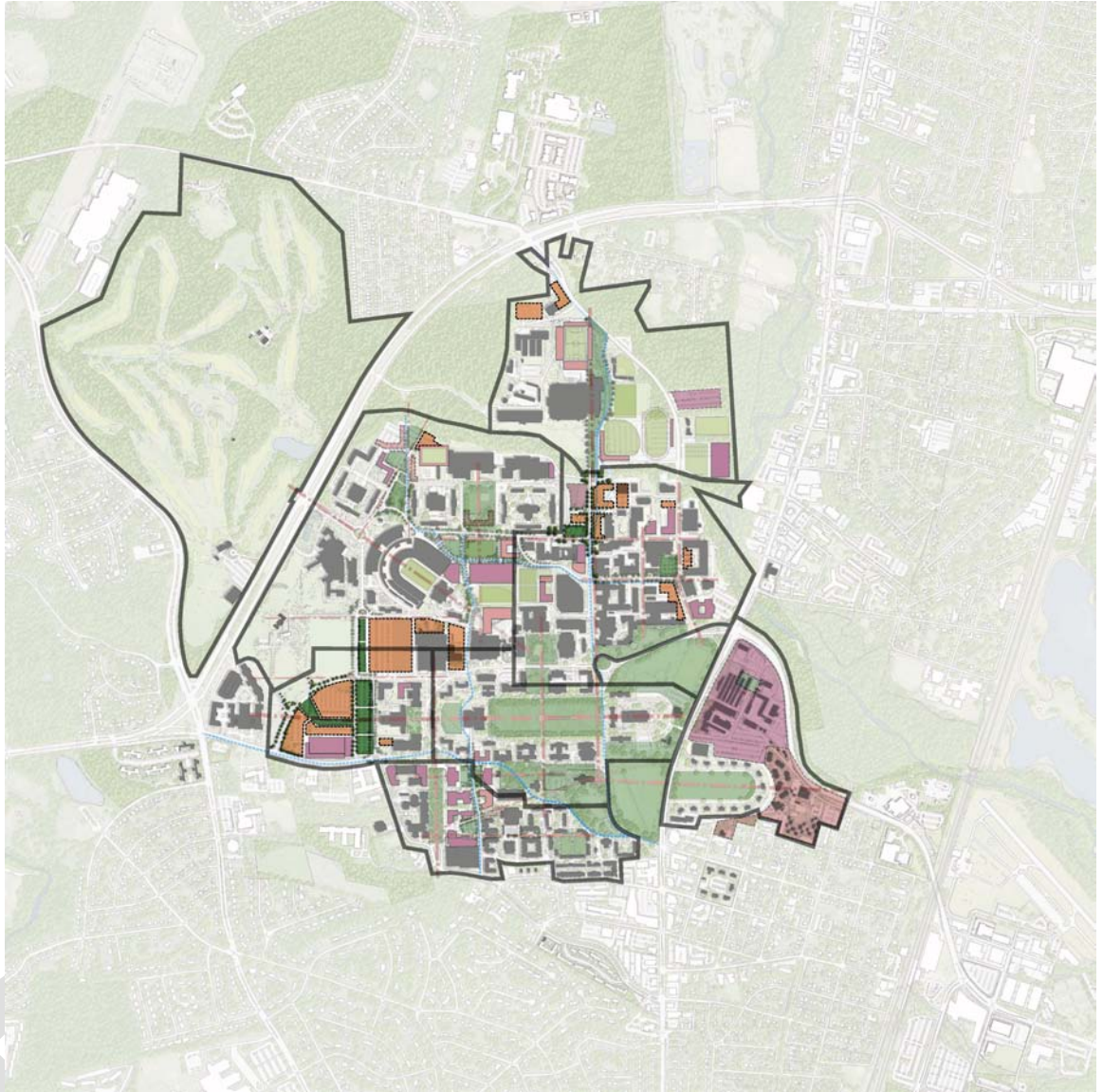
1. Land Use/Program:
2. Connectivity and Organization:
3. Physical Planning:



Planning Period 1 - Composite



Planning Period 2 - Composite



Planning Period 3 – Composite

VII. Implementation

Projection of 10-year planning periods

Implementation (responsibilities and measures of accountability)

Implementation

District		Project	Building Type	GSF	Floors
South		Project	Building Type	GSF	Floors
Planning Period 1	S1	Architecture Building Addition	Academic	122,250	3
	S2	School of Public Policy Building	Academic	74,800	4
	S3	Public Protection and Security Research Building and SCUB Expansion	Academic	127,000	5
	S4	Van Munching Hall Addition/Renovation	Academic	15,282	4
	S5	Visual Arts and Cultures	Academic	112,300	4
	S6	Replacement Housing (463 Beds) and SCUB Expansion	Auxiliary	159,000	6
	S7	South Campus Recreation Building	Auxiliary	68,975 (90,000 +)	3+
	S8	Worcester Hall Replacement	Auxiliary	33,541	3
	Planning Period 2	S9	BSOS Research Building (Displace SCUB?)	Academic	120,000
West		Project	Building Type	GSF	Floors
Planning Period 1	W1	Benjamin Building Addition - Phase 1	Academic	85,000	5
	W2	Campus Dr Parking Garage (1600 sp)	Auxiliary	560,000	6 (5-Story "Read")
	W3	President's House & Events Center	Auxiliary	12,600	1

Northwest		Project	Building Type	GSF	Floors
Planning Period 1	NW1	School of Public health Building Addition /Conversion -II	Academic	27,299	
	NW2	Housing 1 (515 Beds)	Auxiliary	169,950	7 - 8
Planning Period 2	NW3	Housing 2 (515 Beds)	Auxiliary	169,950	7 - 8
	NW4	Indoor Practice Facility	Auxiliary	75,000 (80,000 +)	3 (5-Story "Read")
	NW5	Varsity Team House	Auxiliary	42,100	2
	NW6	Shiplely Field House Upgrades	Auxiliary	16,900	
	NW7	New IT Building	Academic Support	100,000	4
	NW8	North Campus Parking Garage (1600 sp)	Auxiliary	560,000	Not shown
	NW9	North Campus Parking Garage ALT (800-850 sp)	Auxiliary	280,000	4 + roof rec.
	NW10	Replacement Housing (650 Beds) and Residential Facilities Office	Auxiliary	240,300	7 - 8
	NW11	Byrd Stadium Expansion (Phase 2)	Auxiliary		
	NW12	Gossett Football Team House Addition	Auxiliary	7,500	
North		Project	Building Type	GSF	Floors
Planning Period 1	N1	Shuttle UM Facility	Academic Support	10,075	
	N2	Paint Branch Parking Garage (1600 sp)	Auxiliary	560,000	6 (5-Story "Read")
Planning Period 2	N3	Heavy Equipment and Lawnmower Repair Shop	Auxiliary	4,308	
	N4	Barns	Academic	2,400	
	N5	Environmental Service Facility	Academic Support	10,100	2
	N6	Comcast Center Expansion	Auxiliary	7,020	
	N7	Field Hockey/Lacrosse Complex	Auxiliary	5,800	
	N8	Baseball Stadium	Auxiliary	11,700	
	N9	Basketball Practice Facility	Auxiliary	22,500	
	N10	Gymnastics Practice Facility	Auxiliary	15,000	
	N11	Soccer Stadium	Auxiliary		
	N12	Track Stadium	Auxiliary		
	N13	Robert E. Taylor Stadium Expansion	Auxiliary	2,640	

Northeast		Project	Building Type	GSF	Floors
Planning Period 1	NE1	Nutrition and Food Sciences Building	Academic	40,000	4 (Lot HH?)
	NE2	Animal Science Consolidated Activities Building	Academic	18,200	1
	NE3	Bioscience Research Support Facility Phase 1	Academic	118,100	6
	NE4	Bioscience Research Support Facility Phase 2		57,700	6
	NE5	Center for Technology and Distance Learning	Academic	19,850	
	NE6	Computer Science & Engineering Building	Academic	182,000	6
	NE7	Replacement Barns	Academic	40,000	1
	NE8	Physical Sciences Complex - Phase 1	Academic	160,064	
	NE9	Physical Sciences Complex - Phase 2	Academic	106,300	
	NE10	Fishell Institute of Biomedical Devices	Academic	145,300	4
Planning Period 2	NE11	Addition to Kim Engineering Building	Academic	22,000	
	NE12	Biological Science Research Building - Phase 2	Academic	125,600	3 (Events)
	NE13	Physical Science Complex - Phase 3	Academic	102,400	
East		Project	Building Type	GSF	Floors
Planning Period 1	E1	Facilities Management Office Building	Academic Support	65,375	
	E2	East Campus Mixed Use Development	East Campus	1,280,000	
Planning Period 2	E3	Day Care Facility	Auxiliary	13,500	
	E4	East Campus Mixed Use Development	East Campus	365,000	

Campus Core		Project	Building Type	GSF	Floors
Planning Period 1	CC1	University Teaching Center	Academic	90,800	
Planning Period 2	CC2	International Center	Academic	35,300	
	CC3	Graduate Center	Auxiliary	12,500	
Total GSF: Planning Period 1				3,956,645	
Total GSF: Planning Period 2				2,051,360	
Total GSF				6,008,005	

III. Appendices

A. History of campus plans

B. Charge and scope of this plan

The purpose of the Facilities Master Plan (FMP) is to establish a framework to guide the orderly growth and development of the campus over the next decade. This update shall be consistent with the mission of the University, its current Strategic Plan and the recently enacted the University of Maryland Climate Action Plan. The update will focus on the campus landscape and transportation systems.

C. Background documents

1. MTA/UM Purple Line Meeting
2. Transportation Vision
3. American Tree Campus Demands
4. University of Maryland Climate Action Plan
5. State Stormwater Regulations