

April 30, 2014

MEMORANDUM

TO: University Senate Members

FROM: Vincent Novara
Chair of the University Senate

SUBJECT: University Senate Meeting on Wednesday, May 7, 2014

The next meeting of the University Senate will be held on Wednesday, May 7, 2014. 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 17, 2014 Senate Minutes (Action)
4. Report of the Outgoing Chair, Vincent Novara
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. PCC Proposal to Establish a Post-Baccalaureate Certificate in World Language Education (Senate Doc. No. 13-14-32) (Action)

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 a Post-Baccalaureate Certificate in Public Financial Management (Senate Doc. No. 13-14-33) (Action)
8. PCC Proposal to Establish a Post-Baccalaureate Certificate in African-American Studies (Senate Doc. No. 13-14-34) (Action)
9. Revisions to the College of Computer, Mathematical and Natural Sciences (CMNS) Plan of Organization (Senate Doc. No. 12-13-34) (Action)
10. Revisions to the School of Architecture, Planning, and Preservation (ARCH) Plan of Organization (Senate Doc. No. 11-12-41) (Action)
11. New Business
12. Adjournment

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

University Senate

April 17, 2014

Members Present

Members present at the meeting: 90

Call to Order

Senate Chair Novara called the meeting to order at 3:22 p.m.

Approval of the Minutes

Chair Novara asked for additions or corrections to the minutes of the April 2, 2014 meeting. Hearing none, he declared the minutes approved as distributed.

Report of the Chair

Committee Volunteer Period

Novara explained that the volunteer period for Senate standing committees had recently opened. He encouraged senators to reach out to the campus community about participating in shared governance and encouraged the campus community to volunteer to serve on a committee by going to www.senate.umd.edu. He especially encouraged faculty to volunteer and encourage other faculty to volunteer. The deadline to volunteer is May 2, 2014.

Remaining Senate Meetings

Novara reminded Senators that this was the last business meeting of the semester for any outgoing Senators. He asked them to stand and be recognized for their service.

Novara noted that the May 7, 2014 transition meeting would be for all continuing and incoming senators. Don Webster will begin his term 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 would be distributed to incoming and continuing senators later that day. The agenda and any additional materials for that meeting will be sent out on April 30, 2014.

Committee Reports

2014 CUSS Elections Memo (Senate Doc. No. 13-14-18) (Information)

Novara stated that the 2014 CUSS Elections Memo had been provided as an informational item from the Staff Affairs Committee. The memo outlines the results from the recent election of Council of University System Staff

representatives for our campus. Three full-time representatives and 3 alternate representatives were elected to serve two-year terms beginning on August 1, 2014.

Campus Safety Report 2014 (Senate Doc. No. 13-14-30) (Information)

Novara stated that the Campus Safety Report had been provided as an informational item from the Campus Affairs Committee. He noted that the report outlines information gathered through a survey and additional outreach efforts and details the top concerns reported by faculty, staff, and students at the University.

Review of the University of Maryland Guidelines for Appointment, Promotion, and Tenure (Senate Doc. No. 12-13-24) (Action)

Senator Hurtt, Faculty, School of Architecture, Planning, and Preservation, thanked the task force for its extensive work on such complex issues. However, he noted that his colleagues needed more time to consider the report in detail. He made a motion to recommit the report to the task force for further consultation. The motion was seconded.

Novara opened the floor to discussion of the motion. He reminded senators to avoid comments on specific APT cases.

Provost Rankin thanked the task force for its work. The task force was given a very complex charge and worked tirelessly for over a year. She noted that she had not had an opportunity to meet with the task force prior to the Senate meeting. The Deans were concerned that they had not had an opportunity to discuss the recommendations with their chairs. This is the core of our University, so it is important that we all understand what we are signing on for. This is a large document, so it is important to review it carefully. She noted that she looks forward to reviewing the document but admitted that she had not yet had an opportunity to really study it. She supported the motion but noted that there are very fine suggestions in the report. This motion does not suggest that she is unhappy with the report but rather that the campus needs time carefully to consider it in detail. She thanked the task force for its work but asked for time to consider it fully and then discuss it in the fall.

Dean Townshend, College of Behavioral and Social Sciences, stated that he had no personal stake in the APT process as an outgoing dean and full professor. However, he is concerned that there has not been sufficient time for consultation. He would like to poll faculty comprehensively in his college. Some concerns may just be related to the precise words; but when it comes to APT the precise word is often critical to the future of a particular academic. He believes that the excellent work of the task force should be rewarded with a careful review of the recommendations.

Bradley Hatfield, Chair of the Joint Provost/Senate APT Guidelines Task Force, stated that the gravity of the APT process is arguably the most important thing that we do, so it is understandable that we should proceed in an appropriate manner if people need time to digest and understand the report. However, he asked that, if the report is delayed, the expectations for the task force be made clear before it is reconsidered.

Senator McClure, Graduate Student, College of Education, recognized the yearlong process with multiple detailed updates at Senate meetings. The report has been available for some time, so he was curious as to how it caught some individuals by surprise. The Senate has had a significant amount of time to consider the work. In considering whether or not the report should be delayed, he encouraged senators to also consider that the Senate has been given ample time to review the document.

Senator Brauth, Faculty, College of Behavioral and Social Sciences, stated that his department has not had an opportunity to thoroughly review the document. This is a busy time of year. He asked about the definition of entrepreneurship and how it would be measured and weighted. He also noted that the process by which teaching observations should be conducted and documented should be clarified. Departments are going to have a lot of positive comments, but there are some things that we need to shake out. He applauded the task force's work.

Senator Hurtt, Faculty, School of Architecture, Planning, and Preservation, stated that the discussion in his College included both some specific wordsmithing to a few items that were small changes that are consistent with the spirit of the document but also discussion of an inherent conflict between a broader diversity agenda of the University (race, gender etc.) and a restriction on referring to those types of descriptors explicitly in specific cases. There was no suggestion on how best to resolve this. There was a range of these types of concerns.

Senator Davis, Faculty, A. James Clark School of Engineering, stated that he was not opposed to the delay, but noted that if the document is an improvement from the current one we could approve it and then fine tune it later. He inquired whether the delay might have a detrimental effect on any faculty already coming up for promotion and tenure. Is this an improvement over what we have now, and should one possibility be to pass it but have a motion to revisit it? However, he did not make a motion to that effect.

Dean Dill, College of Arts & Humanities, stated that we are already underway in the process for candidates coming up now. Even if we approved the report now, we would still be too late for those candidates. She noted that her college is very large, and they have not had an opportunity as a college or in individual departments to discuss this report. This is so important that people need to feel engaged and invested in the document, so that the outcome does reflect

something that they understand. The delay is an opportunity to allow everyone to buy into this so that they feel that their fate is being determined by something that they have had some input on. For that reason, she supported the idea of a delay. She stressed that the delay would not be for the task force to do additional work but rather for a deliberative process in the colleges led by the Deans. If that has taken place, then we should be ready to move ahead in the beginning of the fall.

Dean Banavar, College of Computer, Mathematical, and Natural Sciences, noted that his college is large and echoed the sentiments of Dean Dill. This task force has done a tremendous job, and the points are well taken. By and large, they have done a fantastic job. This additional time will really help us to have a fresh perspective in the fall. We have not had time to discuss the report with our departments. He noted that this is one of the most important things that we do. He encouraged senators to delay consideration until we have had more time to discuss the document thoroughly.

Senator Parsons, Exempt-Staff, inquired about the procedure should this be delayed. Should departments discuss it and provide the task force with feedback? Procedurally, how does this process happen?

Novara clarified that we are not voting on procedure but rather on whether or not to recommit the report to the task force. If the motion is approved, the report will go back to the task force for further consultation.

Hearing no further discussion, Novara called for a vote on the motion to recommit the report to the task force for further consultation and noted that the vote only requires a majority. The result was 78 in favor, 5 opposed, and 6 abstentions.
The motion passed.

New Business

There was no new business.

Adjournment

Senate Chair Novara adjourned the meeting at 3:44 p.m.

Slate of Candidates for the 2014-2015 Chair-Elect

Submitted by the Senate Nominations Committee

Chair-Elect Nominees (One will be Elected)

- Willie Brown Exempt Staff Division of Information Technology
- Devin Ellis Non-Tenure Track Research Faculty College of Behavioral & Social Sciences

Slate of Candidates for the Senate Executive Committee, 2014-2015 Election

Submitted by the Senate Nominations Committee

Faculty Senator Nominees (Seven will be Elected)

- James Alexander Emeritus Faculty Representative
- Christopher Davis A. James Clark School of Engineering
- Charles Delwiche College of Computer, Mathematical, and Natural Sciences
- Devin Ellis Non-Tenure Track Research Faculty Representative
- Andrew Harris College of Computer, Mathematical, and Natural Sciences
- Steven Hurtt School of Architecture, Planning, and Preservation
- Marilee Lindemann College of Arts and Humanities
- James Lynch College of Behavioral and Social Sciences
- Missy Meharg Athletic Head Coaches Representative
- Kasey Moyes College of Agriculture and Natural Resources
- KerryAnn O'Meara College of Education
- Terry Owen University Libraries
- Nadine Sahyoun College of Agriculture and Natural Resources
- Karol Soltan College of Behavioral and Social Sciences
- Ruth Enid Zambrana College of Arts and Humanities

Exempt Staff Senator Nominees (One will be Elected)

- James Bond Division of Student Affairs
- Willie Brown Division of Information Technology
- Carolyn Trimble Division of Administration and Finance

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

- Alan Holmes Division of Student Affairs
- Kristin A. Stenson Division of Administration and Finance

Graduate Student Senator Nominees (One will be Elected)

- Sagar Guwalani Robert H. Smith School of Business
- Gilbert Nuñez College of Behavioral and Social Sciences
- Mark Rivera College of Education

Undergraduate Student Senator Nominees (Two will be Elected)

- Ryan Belcher College of Behavioral and Social Sciences
- Anu Challa A. James Clark School of Engineering
- Khalil Pettus Robert H. Smith School of Business
- Taeler Wilson College of Arts and Humanities

Slate of Candidates for the Committee on Committees, 2014-2015 Election

Submitted by the Senate Nominations Committee

Faculty Senator Nominees (Four will be Elected)

- Steven Brauth College of Behavioral and Social Sciences
- Bryan Eichhorn College of Computer, Mathematical, and Natural Sciences
- Jessica Enoch College of Arts and Humanities
- Ethan Kaplan College of Behavioral and Social Sciences

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

- Audrey Stewart Division of Administration and Finance

Graduate Student Senator Nominees (One will be Elected)

- Michelle Blair Part-Time Graduate Student Representative

Undergraduate Student Senator Nominees (One will be Elected)

- Adip Bhargav College of Computer, Mathematical, and Natural Sciences
- Iowis Zhu College of Computer, Mathematical, and Natural Sciences

Slate of Candidates for the 2014-2015 Senate-Elected Councils and Committees

Submitted by the Senate Nominations Committee

University Athletic Council Slate 2014-2015

Faculty Representative Nominees (Three will be Elected)

- Richard Ellis College of Computer, Mathematical, and Natural Sciences
- Reginal Harrell College of Agriculture and Natural Resources
- Eric Kasischke College of Behavioral and Social Sciences
- Stephen McDaniel School of Public Health
- Vincent Novara University Libraries

Staff Nominees (One will be Elected)

- James Bond Division of Student Affairs
 - Dorinda Kimbrell College of Computer, Mathematical, and Natural Sciences
 - Kevin Pitt Division of Student Affairs
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Council of University System Faculty (CUSF) Slate 2014-2015

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

- William Montgomery College of Arts and Humanities
- Vincent Novara University Libraries

Faculty Alternate Representative Nominees (One will be Elected)

- Bryan R. Butler Sr. College of Agriculture and Natural Resources
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Campus Transportation Advisory Committee (CTAC) Slate 2014-2015

Faculty Representative Nominees (Two will be Elected)

- Robert Briber A. James Clark School of Engineering
- Nathan Putnam University Libraries

Staff Representative Nominees (One will be Elected)

- Cynthia Shaw Office of Undergraduate Studies

Undergraduate Representative Nominees (One will be Elected)

- Amna Farooqi College of Behavioral and Social Sciences
- Yasir Khattak Robert H. Smith School of Business
- Huy Hoang Vu College of Letters and Sciences
- Barret Wessel College of Agriculture and Natural Resources

Candidacy Statements for the Chair-Elect 2014-2015 Election

Chair-Elect Nominees

Willie Brown – Director of Office Automation, Division of Information Technology

During the majority of my 21-year career at the University of Maryland, I have been an active participant in the Shared Governance Process at both the University level and at the University System of Maryland level. Highlights of the experience that I will bring to the Senate Chair-Elect position include serving on or chairing the Campus Affairs Committee (current Chair), the Staff Affairs Committee (past Chair), the Council of University System Staff (past Chair), the President's Commission on Ethnic Minority Issues, the President's Commission on Disabilities Issues, and the Senate Executive Committee.

I bring a wealth of insightfulness derived from participation on committees that have tackled or are tackling issues that affect faculty, staff, and students such as the medical forgiveness policy, campus safety and security, non-exempt staff issues, prayer at commencement, institutional based domestic partner benefits for same sex partners, the policy on medical marijuana, and the academic freedom resolution. I have served on committees such as the Campus Transportation Advisory Committee (CTAC), the Athletics Council, the Nominations Committee, the ad-hoc committee on the site selection process, and the University System of Maryland Chancellor's Council. I have served on successful search committees for campus-wide positions such as Title IX Investigator, Chief Information Officer, and Vice President for Administrative Affairs.

At the system level, it was during my leadership that the Council of University System Faculty, Council of University System Staff, and the University System of Maryland Student Council began coming together for annual meetings. As Chair I presented not only staff issues at the Board of Regents monthly meetings but also collaborated with the faculty and student councils on shared issues and met with state legislators in Annapolis. Additionally, I have worked diligently to address staff benefits, salary compensation, and other staff considerations at the system level.

My experience as a staff member at the University started as a programmer trainee. During my career I have advanced to such leadership positions in the Division of IT as Director of User Services, Interim Executive Director of Networking and Telecommunications, Director of Policy and Planning, and currently the Director of Office Automation.

The breadth and depth of my experience in Shared Governance for campus-wide issues and most importantly my passionate involvement with matters pertaining to the faculty, staff, and students of our University and the University System of Maryland will allow me to make balanced, well informed contributions to our University Senate as Chair-Elect.

Shared Governance is a major component of the success of this great institution and I have spent my career serving as a contributing successful participant in the Shared Governance Process. There are still challenging times ahead and steady leadership is mandated. I would be deeply honored to serve as the Chair-Elect for the University Senate and humbly ask for your affirmative vote.

Devin Ellis – Faculty Research Assistant, College of Behavioral and Social Sciences

It is a distinct honor to be nominated for the position of Chair Elect of the University Senate. In the years that I have been at the University of Maryland, first as a student, then a research faculty member, I have always made an effort to give back through participation shared governance. The Senate is one of the most important venues

through which we have an opportunity to collaborate with the administration in shaping the direction of the institution. To take on such a key leadership role after over a decade of service would be an enormous and exciting privilege for me.

Now is a time of critical change and growth, not only at our university, but throughout public higher education. We must tackle the reality of a funding model which will likely never return to the golden days of strong and consistent state support; ever evolving plans to reshape the physical landscape around the campus to create a more sustainable community for all; the ongoing struggle to close the achievement gap among students; changes in the face of the academe – not the least of which is our ongoing attempt to come to terms with the fact that two thirds of the faculty at the university are not on the tenure track, and what that means for the institution. We in the Senate have a chance to make meaningful contributions on all these fronts, to be a voice of wisdom and critical thinking, a voice for all the constituencies throughout the university. Shared governance at junctures like this is sometimes divisive, and never easy, but it is vitally important - and I hope you will entrust me to help shape our role as a body for a term as chair.

For the last five years I have served on the Senate's Elections, Representation, and Governance Committee, first as a volunteer, then as the elected Senator representing all non-tenure track research faculty at the university. For the last two years I have served as that committee's chair, and this past year I was also privileged to be elected to the Senate Executive Committee. Prior to the Senate I served on both campus and University System-wide governance bodies, including the steering committee for the Strategic Plan. I have a deep knowledge of the operations of the university across both academic and support units, and I have worked on issues across institutions and in Annapolis on behalf of both College Park, and the whole System.

My day-to-day life at the University revolves around my research and work in crisis management. As the Policy program director for the ICONS Project in the Department of Government and Politics, I design crisis management simulations and exercises for many think tanks and government agencies, and carry out research on both international security crises, and small group decision making dynamics. Over the years I have either worked directly with or been funded by the Carnegie Endowment for International Peace, the Brookings Institution, the Center for Strategic and International Studies, the Office of the Secretary of Defense, the Department of Homeland Security, FEMA, the NIH, the National Science Foundation, the Department of State, the Department of Labor, the Office of Personnel Management, the Kennedy School, the Fletcher School, and the National Defense University Afghan-Pakistan Fellows program among many others. I am deeply proud of the fact that over one third of all research funding at the university is brought in by NTT Research Faculty, and it has been an honor to be re-elected to represent them in the Senate three consecutive times.

As I begin my third term representing research faculty, the Senate has before it several important decisions regarding the future of NTT faculty across the institution. Participating in the process that brought together my constituents, our tenured colleagues, administrators and others to help shape these proposals has truly been an exercise in what shared governance can be at its best. Over the last two years the committee I chair has continuously promoted the idea that shared governance is a two-way street. The administration must come to the table with transparency, and a genuine willingness to consider the advice and perspective of all constituencies – and we, in return, have an obligation to be proactive, and well informed. This is the ideal that has motivated me to continue serving through the years, and what I hope to have a chance to bring to the leadership of this great body.

Candidacy Statements for the Senate Executive Committee (SEC) 2014-2015 Election

Faculty Senator Nominees

James Alexander – Professor Emeritus, College of Computer, Mathematical, and Natural Sciences

The Executive Committee works with the Chair of the Senate to set senate agenda, supervise senate committees, and in general ensure the senate functions effectively. I have had significant experience in this regard, and would welcome the opportunity to serve again on the UMCP Senate Executive Committee. I believe I have demonstrated (see below) I will be an effective member.

I was a faculty member at UMCP for 29 years, and 10 years a named professor at another institution (Case Western Reserve University). I am the incoming Emeritus Senator. I have been a member of the governance bodies listed below, and been elected by my peers to the indicated positions. I also note a number of other positions I have held.

- UMd Campus Senate: Executive Committee
- Council of [Maryland State] University System Faculty (CUSF): Chair
- Faculty Advisory Council (FAC) of Maryland Higher Education Commission: Chair
- CWRU Faculty Senate: Executive Committee/Chair

- UMd and CWRU: member, campus-wide promotions and tenure committee
- UMd: faculty member, Honor Review Board (which deals with cases of student academic dishonesty)
- Co-chair of ad hoc Maryland state school-board/university-system task force to implement a program to deal with school/university transition in mathematics
- UMS: Member of task force to develop University Honors Program for freshmen (CTE-Lilly Department Award)
- CWRU: member, search committee for university president
- CWRU: member and Chair, university library advisory committee

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

I have been a member of the University of Maryland faculty for almost 39 years. I am currently Minta Martin Professor of Engineering and Professor of Electrical and Computer Engineering. In my role as a Keystone Professor I teach classes to freshman engineers every year. I run a large research program in directional wireless communication networks, laser beam propagation through the atmosphere, and in various areas of optical engineering. In the past I have served as Director of the Gemstone Program and Associate Dean of the A. James Clark School of Engineering. I currently direct the A. James Clark School RISE (Research, Instruction, Service, and Entrepreneurship) program. I previously served on the Senate Executive Committee from 1991 – 1999, and 2012-2014, and was Senate Chair during the 1994 -1995 academic year. I was elected as a Distinguished Scholar Teacher in 1989. During my time at Maryland I have served, or am serving, on over 100 campus, college, and departmental committees, including service on APAC, the Athletic Council and CUSF. I have served for the last one and a half years as Chair of the Senate Academic Procedures and Standards Committee. I am a strong believer in shared governance, and I think that it is extremely important that the faculty, staff, and students of the University be part of the decision making process on campus up to highest level. I have been increasingly concerned that our support from the State continues to decline, yet in the face of budget cuts we constantly acquiesce and perform with excellence, even though we are repeatedly asked to do more with less. I have just completed another year as a

member once again of the Senate Executive Committee and would welcome the opportunity to serve for another year.

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

I came to the University of Maryland in 1996 as an Assistant Professor in the Department of Cell Biology and Molecular Genetics, and was promoted to Professor in 2010. I have taught large and small lecture undergraduate classes, discussion-based honors seminars, and graduate classes. My research program focuses on the use of DNA and computer modeling to reconstruct the early evolution of photosynthetic organisms. I have an active and well-funded laboratory, and have brought over \$4 Million in external research funding to the University of Maryland. I am currently serving as the Director of Graduate Studies for the Biological Sciences (BISI) graduate program, and served on the Senate 2008-2011, including as Chair of the Committee on Academic Procedures and Standards (APAS 2009-2011) and a member of the SEC (2010-2011). Professional honors have included an Alfred P. Sloan Foundation award in Molecular Studies of Evolution, a Kavli Fellowship for the Frontiers of Science program, and the Darbaker Award in Studies of Microalgae from the Botanical Society of America. I am dedicated to the concept that research and education are natural and mutually beneficial partners, and that through these activities universities add value and strength to our extended community. The University of Maryland is among the largest institutions in the State of Maryland, and the University Senate serves as its central body for deliberation, oversight, and planning. Effective leadership in the Senate has the potential to benefit the entire State. I am honored to have had the opportunity to participate in that process, and hope to have the opportunity to serve again.

Devin Ellis – Faculty Research Assistant, College of Behavioral and Social Sciences

It is a distinct honor to be nominated for a second term on the Senate Executive Committee. My service this year has reaffirmed for me what a vital role the Senate plays as a venue for collaboration with the administration in shaping the direction of this institution. Now is a time of critical change and growth, not only at our university, but throughout public higher education. We must tackle the reality of a funding model which will likely never return to the golden days of strong and consistent state support; ever evolving plans to reshape the physical landscape around the campus to create a more sustainable community for all; the ongoing struggle to close the achievement gap among students; changes in the face of the academe – not the least of which is our ongoing attempt to come to terms with the fact that two thirds of the faculty at the university are not on the tenure track, and what that means for the institution.

For the last five years I have served on the Senate's Elections, Representation, and Governance Committee, first as a volunteer, then as the elected Senator representing all non-tenure track research faculty at the university. For the last two years I have served as that committee's chair, as we tackled critical questions around the Plan of Organization review, and approved new plans for most of the university's colleges and schools. As I begin my third term representing research faculty, the Senate has before it several important decisions regarding the future of NTT faculty across the institution. Participating in the process that brought together my constituents, our tenured colleagues, administrators and others to help shape these proposals has truly been an exercise in what shared governance can be at its best. I believe I continue to bring a unique and important perspective to the SEC, and I hope that you, my colleagues, will see fit to return me there for one more year.

Andrew Harris – Professor, College of Computer, Mathematical, and Natural Sciences

In the 17 years since I joined the Department of Astronomy, my interactions with faculty and staff at the departmental, college, and university levels have been interesting and stimulating complements to my teaching and research lives. My interest in being elected to the Senate's Executive Committee follows a line of curiosity and

desire to move the University forward rather than a specific agenda. Generally, beyond the facts and practice that are key to their fields, I would like to ensure that our students gain the ability to reason clearly by using a combination of writing, mathematical, and reading skills.

My background is experimental astrophysics, mostly at radio wavelengths: in rough outline I construct instruments, put them on telescopes, observe, and interpret the data. I collaborate with research groups within the US and in Europe, with strong connections to Germany. Working between astronomy, physics, and engineering is very satisfying, and I am pleased that my connection to Electrical and Computer Engineering resulted in an Affiliate appointment in that department. This fits my training: a B.S. in electrical engineering from UC Davis, Ph.D. in Physics from UC Berkeley, an 8-year stint at the Max Planck Institute for Extraterrestrial Physics, and 2 years at UMass Amherst before coming to Maryland.

Steven Hurtt – Professor, School of Architecture, Planning, and Preservation

Steve Hurtt came to the University of Maryland in 1990 as dean of the then School of Architecture and served in that position until 2004. While he served as dean the School expanded to include professional master's programs in Planning, Historic Preservation, a Ph.D. program in Urban and Regional Planning and Design and created National Center for Smart Growth Research and Education. Groundwork for a professional master's degree program in Real Estate Development led to beginning that program shortly after Hurtt returned to the faculty. Reflecting these changes the school is now the School of Architecture, Planning, and Preservation.

While serving as dean, Hurtt became deeply involved in matters of facilities and campus planning and initiated or oversaw numerous design studies and institutional changes that have contributed to the quality of the campus design and planning processes and changes evident around campus. Some of the most obvious include the Clarice Smith Performing Arts Center, the new dorms along Knox Road, and the Mayer Mall. Hurtt was also instrumental in the early conceptualization of the East Campus redevelopment as a new college town environment, now being called the Innovation District. He also participated in both general and detailed deliberations concerning the proposed Purple Line. Hurtt was on a Leave of Absence for two academic years (2011-12, 2012-13) and has now returned full time faculty member. Circa 2009-2011 Hurtt served on the University Senate and on the Senate Executive Committee. Beginning this fall, Hurtt returned to UMD as a full time faculty member, volunteered to substitute for a Senator on leave, and also was elected for a three-year term beginning in May.

Steve Hurtt says that he believes his diverse experiences as a dean, as a faculty member, and long involvement with facilities and facilities planning, will enable him to continue to best serve the campus through the University Senate Executive

Marilee Lindemann – Associate Professor, College of Arts and Humanities

I am honored to have been nominated to run for the Senate Executive Committee and would welcome the opportunity to serve on it. I am in the second year of my three-year term on the Senate and have chaired the PCC committee this year. That service has given me an appreciation of the vital role the SEC plays in setting the agenda for the Senate and carrying out its actions.

I have been at Maryland since 1992 and served on the Senate's Faculty Affairs Committee in my first two years as an assistant professor, so my commitment to shared governance has deep roots. In 2012, I served on the Senate Task Force on Open Access and began a two-year term on the Committee on Committees. My tenure home is the English department, but my twelve years as founding director of the Lesbian, Gay, Bisexual, and Transgender Studies Program have given me experience across campus in issues related to diversity, curriculum development, and undergraduate education. Since 2010, I have served on the General Education Faculty Board for Diversity, which has been involved with implementing the new General Education curriculum. I also currently serve on the Academic Planning Advisory Committee in the College of Arts and Humanities. In 2013, I received the Kirwan

Undergraduate Education Award in recognition of my teaching and mentoring as well as my efforts in building the LGBT Studies Program.

James Lynch – Professor and Chair, College of Behavioral and Social Sciences

This past year was both my first at the University of Maryland and my first year on the University Senate. Being a member of the Senate has introduced me to the workings of the university beyond my department and many of the most pressing issues confronting the university. It also impressed upon me the importance of having vibrant faculty participation in university governance. Serving on the Senate Executive committee provides the opportunity to foster that vibrance.

Prior to coming to the University I was a professor and chair at other universities and director of a federal statistical agency. These experiences provide a fresh perspective on many of the issues confronting the university and the business of the Senate.

Missy Meharg – Head Coach, Department of Athletics

My name is Missy Meharg and I have been working on the College Park campus since 1985. I received a Masters of Arts in Sports Psychology and subsequently became the Head Coach for Field Hockey in 1988. I presently sit on the University Senate and Chair the Nominations Committee. I was the inaugural Chair of our Athletic Coaches' Group from 2009-2013 after assisting in the selection of our Director of Athletics', Kevin Anderson. I sat on the President's Commission, which had the task of eliminating sports in order to maintain competitive Conference and National success.

As coaches we teach in a different environment. We critically evaluate and select every one of our students with the intent to graduate from Maryland, develop respectful and honorable young people while winning Conference and National Championships. How athletics interfaces with higher education has become of great interest for all Turtles as WE enter the B10 Conference.

I would like to serve on the Senate Executive Committee to listen, to learn, to share and to serve The University.

Kasey Moyes – Assistant Professor, College of Agriculture and Natural Resources

This past academic year was my first as serving on both the Committee and Committee and the General Education Committees. I would welcome having the opportunity to serve on the Senate Executive Committee as well. I started my faculty position in August, 2012 and, although my experience has been minimal, my commitment to the University and to shared governance is reflected in my numerous activities, including serving on both senate committees. In addition to my research program that focuses on improving animal health and well-being, I teach introductory courses at the 100-level as well as 400/600-level courses. I believe my short 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.

KerryAnn O'Meara – Associate Professor, College of Education

I have been a member of the faculty for seven years and serve as Co-Director of UM's ADVANCE project, which aims to improve faculty work environments and increase opportunities for faculty professional growth, retention and advancement. This role has allowed me the opportunity to work with faculty and administrators from every college and division on campus. Recently I served on the Senate and Provost's Joint Task Force on Promotion and Tenure Reform and appreciated the opportunity to work with colleagues from across campus to suggest revisions to our academic reward system policies that I believe will make our process more equitable and supportive of the

full range of scholarship of a diverse faculty. I also served on the Women's Commission, a taskforce studying faculty awards, the parental leave policy committee, and now the university senate. My research examines organizational practices that support and constrain the full participation of faculty in higher education institutions. I am particularly interested in organizational practices that support engaged scholars, women and under-represented minority faculty in higher education. My academic program, HESI (higher education, student affairs, and international education policy) works with graduate students preparing to work in many different parts of the campus--including in advising, student affairs, as policy-makers and future faculty.

I would like to serve on the Senate Executive Committee to learn more about the major trends and challenges facing the campus at this point in time, and to work with colleagues to ensure that the diverse interests of students, faculty and staff are studied, listened to and incorporated into future decisions and opportunities.

Terry Owen – Librarian III, University Libraries

As Digital Scholarship Librarian in McKeldin Library and coordinator for the Digital Repository at the University of Maryland (DRUM), I am actively involved in promoting open access to scholarly research across campus and educating UMD faculty and students on scholarly communication issues, including author rights and copyright. I am serving my second term as Senator for the Libraries and currently chair the Senate Equity, Diversity & Inclusion Committee. During my first term as Senator, I was elected to the Senate Executive Committee (2009-2010) and chaired the Senate Equity, Diversity & Inclusion Committee (2010-2011). I have also served as a member of the Senate Elections, Representations & Governance Committee (2011-2013) and the Senate Educational Affairs Committee (2006-2008). I have served on numerous committees within the Libraries, including the Faculty Merit & Annual Review Committee and two special committees charged with reviewing the procedures and criteria for the promotion and permanent status of library faculty. I found my participation in the University Senate, especially my time on the Senate Executive Committee, very rewarding and I would welcome the opportunity to serve as a member of this important body again.

Nadine Sahyoun – Associate Professor, College of Agriculture and Natural Resources

I have spent the last 14 years at the University of Maryland and served on many committees within and outside the university. This has made me fully appreciative of the supportive role these committees play in my responsibilities as a Professor and Researcher. I have observed many creative ideas being proposed from these committees and I can confidently say that a productive career in teaching and research depends in part on the novel ideas generated at this level. For faculty to be involved in both roles contributes to a better understanding of their responsibilities, and this, in turn, leads to a successful career. The senate is at the core of the various functions of the University of Maryland. It would be a privilege to be involved in the Senate Executive Committee and bring attention to all the creative suggestions that this body must consider.

Karol Soltan – Associate Professor, College of Behavioral and Social Sciences

I have been part of the faculty in the Department of Government and Politics since 1983. At the University of Maryland I have also taught in (and directed) the Committee for Politics, Philosophy and Public Policy (which was a joint program of my department, the Department of Philosophy and the School of Public Policy). And I have taught in the Law School. In periods away from the University I have taught in the Department of Economics at University of Warsaw, and in the National School of Public Administration in Warsaw. And I have worked for the United Nations Transitional Administration in East Timor. My PhD is in Sociology.

This will be my second stint in the University Senate, so I have some experience, and it seems right to try to play a more active role this time. Hence I have accepted the nomination to be a candidate for the Executive Committee of the Senate. To give you some idea where I stand, let me mention two university issues I worry about. First, I worry

about the effect of technology and the internet on the quality of our teaching. My limited observation suggests there are significant negative effects, and a considerable potential for more negative effects. Second, I worry whether we do enough to limit bureaucracy at the university. We are a large state university so bureaucracy is inevitable. But I have not seen much effort to limit it. Perhaps we should do more?

Ruth Zambrana – Professor, College of Arts and Humanities

I would be honored to have the opportunity to serve a third term and contribute to a better understanding and identification of truly bold and innovative solutions to the many critical issues particularly around excellence in diversity that UM is confronting.

I am currently a member of the University Senate as a faculty representative for the Departments of Women's Studies and American Studies (2012-2015). I have also served conscientiously as a member of the Senate Executive Committee for two terms. Based on my experience during the last two years, my knowledge of key issues currently facing our university community, such as APT and faculty and student diversity initiatives and equally important the quality of our institutional culture, compel me to serve a third term. I feel exceptionally well-grounded and also concerned about the direction and overall politics of the university which has certainly been informed by my active participation as a SEC member. My seasoned experience and institutional wisdom draws from participation in active faculty shared governance structures in four other doctoral granting universities prior to UM. In addition I come with a long professional and personal commitment to issues of inclusion and social justice that make me uniquely qualified to continue to serve as a SEC member. As a senior professor with 15 year tenure at UM, I bring a rich set of experiences and evidence-based perspectives, on many of the issues that UM struggles with around teaching, research and inclusion and retention of racial/ethnic faculty, and gender issues.

Current position and prior positions

I am a professor in the Department of Women's Studies (199-present) and director of the Consortium on Race, Gender and Ethnicity (2005-present). My research focuses on racial, ethnic and gender disparities and institutional inequity in health and higher education institutions. I was an ADVANCE professor for Women of Color in the non-STEM colleges (2010-2012). I have been a professor at UM since 1999 and have participated in numerous university, college and departmental committees. I am the founding director of the U.S. Latino/a Studies program (current academic home in the Department of American Studies). I previously served as a Senator and a member of the faculty affairs committee in early 2000.

The last university committee on which I served was the Provost's Strategic Planning Diversity committee (2009-2011).

Current engagement in University Departments and Units

I am actively engaged in varied university units in various capacities across colleges that include: an affiliate faculty member of African American Studies, U.S. Latino/as Studies, Sociology, Department of Behavioral and Community Health in the School of Public Health, and most recently I have been asked to serve as Co-Director of the Research Training and Education Core (RTEC), University of Maryland Center of Excellence on Race, Ethnicity and Health Disparities Research, School of Public Health. This past year I co-lead a Master Mentoring program for senior faculty on UM campus and served as faculty organizer /mentor for the Public Health Critical Race Praxis Institute with Dr. Stephen Thomas. I am also a member of the ARHU WMST/LGBT merger committee to integrate the LGBT program into the WMST department. In addition I serve as a member of the Community Research Advisory Board (CRAB), Center for Health Equity, and am an affiliate of the Maryland Population Research Center (Executive Committee member 2009-2011). Lastly I recently completed a Robert Wood Johnson Foundation funded research study entitled Understanding *the Relationship between Work Stress and U.S. Research Institutions' Failure to Retain Underrepresented Minority Faculty (Principal Investigator -2010-2013)*

Exempt Staff Senator Nominees

James Bond – Assistant Director, Division of Student Affairs

My name is James Bond and I would like your consideration to place me on the Senate Executive Committee. As an advocate for the University of Maryland since my days as a student leader, I have an unwavering commitment to ensure the best for our University.

While it is my first term as an elected member to the Senate, my interaction with the organization spans over many years. As a Past President of the Student Government Association, and more recently an three-year member of the Equity, Diversity, and Inclusion Committee, I understand the importance and the value of this shared governing body and its functions. My frequent interactions with the Student Conduct Committee in my current role with the Office of Student Conduct also provide insights and appreciation for the Senate's responsibilities. I know I will be a valuable member to this committee if given the opportunity. Guiding the Senate and its initiatives would be an honor, and I hope to have your support.

Willie Brown – Director of Office Automation, Division of Information Technology

During my 21-year career at the University of Maryland, I have been an active participant in the Shared Governance Process at the University level and at the University System of Maryland level for the last 18 years. Some of the experience that I will bring to the Senate Executive Committee includes serving on or chairing the Campus Affairs Committee (current Chair), the Staff Affairs Committee (past Chair), the Council of University System Staff (CUSS) (past Chair) and the Senate Executive Committee.

I bring a wealth of insightfulness based on active participation on committees that have tackled or are tackling such issues at the campus level as the policy on medical marijuana for staff, students and faculty, non-exempt staff issues, prayer at commencement and campus safety and security. Additionally, I have worked diligently to address staff benefits, salary compensation and other staff considerations at the system level. I have served on committees such as the Campus Transportation Advisory Committee (CTAC), the Athletics Council, the ad-hoc committee on the site selection process and the University System of Maryland Chancellor's Council. I have also served on search committees for campus-wide positions such as the search for a Title IX Investigator, a search for a Chief Information Officer and a search for a Vice President for Administrative Affairs.

I believe that the breadth and depth of my experience in Shared Governance for campus-wide issues and most importantly my passionate involvement with matters pertaining to our staff, the university and the University System of Maryland will allow me to make well informed contributions to the Senate Executive Committee. I ask for your affirmative vote to serve on the Senate Executive Committee.

Carolyn Trimble – Associate Director, Division of Administration and Finance

It would be a tremendous privilege to serve on the Senate Executive Committee. I am presently an Exempt Staff Senator, chair of the Senate Staff Affairs Committee, and an *ex officio* representative on the Campus Affairs Committee. I also serve on the Equity Council. In my role as Associate Director of University Human Resources, I am well-informed on issues and am able to contribute to important discussions on the many complex matters affecting the University's Exempt staff employees. As a graduate of this great university, a 20-year employee, and the parent of a Terrapin student-athlete, I bring a variety of perspectives to the table. I deeply appreciate the opportunity to run for Senate Executive Committee and work with colleagues as we face many new challenges over the next academic year. Thank you for your consideration...Cheer the Turtle!

Non-Exempt Staff Senator Nominees

Alan Holmes – Office Supervisor I, Division of Student Affairs

Fellow Senators,

I am delighted to have been asked to submit my candidacy for a seat on the Senate Executive Committee (SEC). I am in middle of my second appointment as a Senator, having previously serving a 1 year term as a C2 Non Exempt and now beginning my second year of a 2 year appointment as a Regular Non Exempt Employee. In the time I have been on the Senate, I have served on the Staff Affairs, and Committee on Committees and enjoyed both of those positions.

In my almost 8 years as a University Employee, I have learned quite a lot about how the University operates and how it is governed. I believe I can contribute quite a lot to the Executive Committee and will work hard for the university to ensure that proposals brought before the committee are properly reviewed, debated and brought before the Senate body in a timely manner.

Kristin Stenson – Program Administrative Specialist, Division of Administration and Finance

It would be an honor to serve the campus community on the Senate Executive Committee. My campus experience began in 2006 as a University of Maryland employee and undergraduate student. I am currently am employed in the University's Department of Procurement and Supply, and a graduate student in the Smith School of Business. My position in Procurement allows me to be involved in many facets that comprise this institution, such as construction of new facilities, collaborative efforts with surrounding communities, purchase of the latest technology, and responsible surplus property disposal. I interact with staff members of Administrative, Academic, Student divisions, and direct reports to the President's office daily. My multiple roles on campus gives me a unique viewpoint that will produce creative solutions when reviewing proposals from the University of Maryland community. Personally I am committed to providing outstanding customer service, increasing our campus's sustainability, and improving internal operations. I believe my qualifications and experiences provide a good foundation for the Senate Executive Committee.

Graduate Student Senator Nominees

Sagar Guwalani – Robert H. Smith School of Business

I feel that I have the qualities required to be on the SEC committee. I'm a consistent worker, hardworking, can take fair decisions, persuasive at times when required, can stimulate and inspire my colleagues to work as team. I am also enthusiastic and good-humored. I believe that my communication skills and positive work ethic make me a very competitive candidate. Below is a brief summary my leadership and work experience

- Serving as the IEEE CS Student Ambassador for the Asia-Pacific region I co-founded an IEEE CS Student Congress for networking and professional development of student chapters within the IEEE Bombay section. The benchmark set by me is now being used as a model for future ambassadors.
- Even throughout my under-graduation I have played a key role in organizing and managing various Inter-College Festivals and been appreciated for my efforts in the same, by representatives from Intel-India and Institute of Information Security.

- As the campus ambassador for Teach for India at my college, I built strong associations not only with professionals from TFI but also with the faculty and staff of my college to help eliminate education inequity in India.
- Currently too I serve as the Ambassador for the MS in Business Information Systems Program at the Smith School for the upcoming Fall 2014 cohort addressing their queries and thus helping the Master's Program Office efficiently manage their activities
- I also co-founded and serve as the VP of External Relations for the Masters Professional Communication Club, founded primarily to help students enhance their professional communication skills (especially internationals)

I'm an effective team player, always willing to connect with people and build relations. And, I believe I have done well so far mainly because I am always willing to help.

Hence, I am confident that if elected, I can meet the expectations required for the position.

Gilbert Nuñez – College of Behavioral and Social Sciences

My name is Gilbert David Nuñez (Ph.D. Student, Department of Government and Politics, College of BSOS), and I am very interested in serving another term as the graduate student senator on the Senate Executive Committee as I enter my third year in the University Senate. In my first year in the Senate, I learned about Maryland's shared governance system and served as one of the graduate student senators on the Student Affairs Committee. In my second year, I had the opportunity to serve on the SEC as the senator representing UMD's more than 10,000 graduate students. Having been through the process for one year now, I think I have even more to offer in representing the needs and interests of our graduate student population.

As a student in the Department of Government and Politics with a focus in American government institutions, I am very interested in the legislative process and how committees work to support the efforts of the larger legislative body. I also bring with me personal legislative experience as a former board of education member in my hometown. In that role, I served as part of a small deliberative body that received proposals from administrators and constituents and voted to refer items to different committees and cast votes to support the efforts of our students, teachers, administrators, and larger community. Now, as a graduate student and instructor who runs two of the department's undergraduate internship programs, I believe I have a great deal to contribute to the process and share with my fellow senators who come to the Senate and Senate Executive Committee from different departments, colleges, and constituencies. I would thoroughly enjoy the chance to further my Senate service by continuing as a member of this central committee and lending my voice to this step of the shared governance structure. I appreciate your consideration.

Mark Rivera – College of Education

Although I was neither born nor raised a Terp, I have come to love the University of Maryland and would like to show my appreciation through service on the Senate Executive Committee. I recognize that UMD, like many higher education institutions, is experiencing exciting changes and in some cases challenges, and I would like to help shape our University for the better. Moreover, I believe my skills set and previous work experiences would be an asset on the Senate Executive Committee.

Among the many responsibilities listed is reviewing committee reports. Having earned a B.A. and M.A. in English I am not only familiar with proofreading and editing duties, I relish polishing papers. Equally important, I believe that my studies in the Higher Education Ph.D. program have provided me with a solid foundation to assess a wide variety of issues that may appear in committee reports. At the same time I have significant experience working

with senior level administrators at UMD and elsewhere. As a grad student liaison for the ADVANCE Leadership Fellows Program I have worked closely with Linda Clement and Ann Wylie, which has provided me with a unique perspective of the University. I am also fortunate to have developed good working relationships with several deans as well as their administrative assistants, so I am confident that I can effectively work with them and other committee members.

Meanwhile my graduate assistantship in the Office of Federal Relations has enabled me to correspond with and coordinate events for government agencies and on occasion members of the Maryland congressional delegation. It has certainly provided me with a good look into the roles and responsibilities of a wide variety of University stakeholders, which I believe would also benefit me on the Senior Executive Committee.

Ultimately, I am grateful to have been elected as a graduate student senator and look forward to representing the interests of my peers. However, if there is an opportunity for me to utilize the full extent of my skills and experiences for the improvement of the University of Maryland I would like the opportunity to do so. I believe that I have much to contribute to the Senate Executive Committee and would like to serve as its newest graduate student member.

Thank you for your time and careful consideration.

Undergraduate Student Senator Nominees

Ryan Belcher – College of Behavioral and Social Sciences

My name is Ryan Belcher, a Junior studying for Government and Politics and Environmental Science. I am honored to be nominated for the Senate Executive Committee. As a member of this powerful committee, I aim to increase collaboration between the Senate and other bodies on campus - student, graduate, academic. More specifically, I have a strong interest in academic and environmental policy. I hope to modernize the tenure process for professors and change the class registration process for students on financial aid, to name a few academic goals. With regards to sustainability, I will endeavor to create a sustainability committee on the University Senate and use this body to make common sense changes in our consumption and emissions.

As one of your voices to the Senate Executive Committee, I would be excited to hear any concerns as Senators and students. Again, I think collaboration is the key to success within the Senate and between the Senate and other groups.

Anu Challa – A. James Clark School of Engineering

My name is Anu Challa, and I am an undergraduate Computer Engineering major in the Honors College. My interest in serving on the Senate Executive Committee (SEC) lies in my strong belief in civic duty and passion for student governance.

As a newly re-elected undergraduate senator for the Clark School of Engineering, I am excited for this upcoming term. I have been actively attending our monthly meetings, as well as those for the Educational Affairs Committee, of which I am currently a member. I am also active within other areas of the campus community; from club sports to service projects, I am committed to making the most of my time here. I am drawn to the SEC because it synthesizes all aspects of campus life. As a Computer Engineering student who was once a prospective journalism double-major, I understand the importance of both the sciences and the humanities, and I am deeply invested in both. The SEC handles a variety of situations from all over campus.

I believe my well-rounded background would be meaningful to this cause. Serving on the SEC would be an honor and a pleasure.

Khalil Pettus – Robert H. Smith School of Business

My name is Khalil Pettus, and I was just elected as a second-term Senator to the BMGT College. During my time at the university, I have been committed to excellence and leadership. Most notably I am the President of the Smith Undergraduate Student Association (SUSA), which serves as the undergraduate governing body within the Robert H. Smith School of Business. Additionally I am a board member of the Dean's Student Advisory Council (DSAC), which serves as a task force of students assembled to advise the Dean on strategic decisions. My involvement in these organizations have given me experience in advocating for student needs, interacting with faculty & staff as well as handling confidential information. All of these skills I've acquired are very relevant and transferable to the SEC.

I believe I would be a great fit for the SEC because of my passion, dedication and commitment to the promoting the student voice. I offer a great perspective, and want to share that insight on a larger scale to the SEC.

Taeler Wilson – College of Arts and Humanities

My name is Taeler Wilson and I am currently a junior English major at the University of Maryland. Having recently entered the college of Arts & Humanities, I realized that many of the problems that face students in majors such as my own, are not commonly made known to the academic community. In addition, as I am very involved with a diverse group of organizations and departments on campus I've sought to make change and help improve the University of Maryland Community. For this reason, I ran for the 2013-14 University Senate term in addition to applied for the Senate Executive Committee. As a senator of the past (my sophomore year), I've seen the amount of work and dedication that goes into making the University live up to its superb reputation. Furthermore, as the Co-Founder of my own organization, Leading Ladies Connecting, I have experience working with a highly intelligent group of individuals in order to obtain solutions to multiple proposals and problems. If elected, I will be sure to bring a Liberal Arts major outside view to situations as well as work diligently to contribute to the Senate Committees strive for excellence. It is with my hope, that I will have the privilege of serving on this year's Senate Executive Committee.

Candidacy Statements for the Committee on Committees 2014-2015 Elections

Faculty Senator Nominees

Steven Brauth – Professor, College of Behavioral and Social Sciences

Thank you for giving me the opportunity to be considered for nomination as a member of the Senate Committee on Committees. I have been a faculty member at UMCP since 1975 and, with great satisfaction, have watched our University grow into one of the premiere public research Universities in the world. I am now in my first year in the Senate and enjoy serving to represent the faculty and supporting shared governance for the campus in the future. In addition to serving in the Senate I have served on many University committees including the Animal Care and Use Committee (1990-93 and 1996-2007, including Chair in 'Fall 96-Spring '98), Neuroscience Steering Committee (1990-1992), Neuroscience Curriculum Committee (1990-1994), Graduate Research Board (1992-1995), Developmental Science Steering Committee (1995-1996), College Park Scholars Steering Committee (1995-1997, including phone interviews during the first two years for recruiting potential undergraduate students, advising students in the program and design of a colloquium series), Biological and Chemical Hygiene Committee (1999-2001). I was also elected to serve on the BSOS Academic Collegiate Council (1992-1994 and 1998-2000) and have greatly enjoyed all of these experiences.

As a neuroscientist my work has been focused on brain evolution and the comparative study of animal behavior. I am a fellow of the American Psychological Society, have received grants from NSF and NIH and recently received a fellowship from the Chinese Academy of Sciences to conduct research and teach a graduate seminar during my sabbatical in Spring 2010 at the Chengdu Institute of Biology. At UMCP, I teach both undergraduate and graduate courses, have served on many graduate student committees and have participated actively in the Psychology Honors Program (1984-2006) including service as Director (2006-2008). I have a longstanding interest in academic and institutional excellence at UMCP and wish to serve on the Senate Committee on Committees for this reason.

Bryan Eichhorn – Professor, College of Computer, Mathematical and Natural Sciences

I am honored to be nominated to run for a position on the Committee on Committees in the University Senate. I believe that my experiences on the College Park campus cross many disciplines and provide a unique perspective on campus activities.

I am finishing my 25th year as a faculty member at the University of Maryland and have witnessed first hand the remarkable transformation of this institution into a top tier research university. During this time, I have been active in several campus wide committees and organizations, including the University Graduate PCC committee (chair), the University Graduate council, the Undergraduate Studies IVSP board and several ad hoc committees for the Provost, Vice President for Research, Honors Program and College Park Scholars. I am currently an active member in the University of Maryland Nanocenter, the University of Maryland Energy Research Center and the Future of Information Alliance. My field of research is materials for energy science that involves collaborations across several departments and two colleges. I have an active research group comprising 11 students, postdocs and a visiting scientist. I am very involved in educational issues at the graduate and undergraduate level, and have provided instruction to over 4,000 UMCP students in the past 25 years. I would be honored to serve the University on the Committee of Committees.

Jessica Enoch – Associate Professor and Director of Academic Writing, College of Arts and Humanities

This academic year was my second year on the University Senate, and I welcome the opportunity to serve on the Senate Committee on Committees.

I have been part of the University of Maryland community for three years. I am an associate professor in the English department, with research interests in rhetorical history, composition studies, feminist rhetoric, and archival research methods. In 2013, I became Director of Academic Writing. As reflected in my work as director of the first-year writing program at UMD, I have deep investment in student learning and preparing them to engage thoughtfully and productively throughout their academic career at the university as well as in their lives beyond the university's walls. I have served as a member of the university's Faculty Writing Board, the Campus Writing Board, the First-Year Book committee, and the Dean's Lecture Series committee.

Ethan Kaplan – Assistant Professor, College of Behavioral and Social Sciences

I am a 3rd year Assistant Professor in the Department of Economics at the University of Maryland. I have a very eclectic background. I was an undergraduate in History but with an extensive background in mathematics (including many courses at the doctoral level). My research focuses on economics and political science and I know many people in the political science department. I am very active in working with graduate students and am currently on 7 Ph.D. committees. I teach a Ph.D. course in political economy, which is cross-listed with political science. In addition, I teach intermediate microeconomics and an I-Series course on the political economy of economic inequality (which mixes political philosophy, economics and comparative politics). I lead a research team composing of 13 undergraduates and I have advised one undergraduate honors thesis. I have served for three years in a row on my department's graduate student admissions committee and have helped out each year with both junior and senior recruiting. I also have a son at CYC (Center for Young Children) and have served on the sustainability committee in BSOS. In my 2.5 years at UMD, I have been fortunate to get to know many distinct parts of the University and I believe that this makes me a good candidate for serving on the Senate Committee on Committees.

Exempt Staff Senator Nominees

Audrey Stewart – Executive Administrative Assistant I, Division of Administration and Finance

As the Executive Assistant to the Associate Vice President for Facilities Management, I have had the opportunity to experience, first-hand, what it means to be a "TERP" and how to apply this recognition as being an intricate part of our growing campus community. Since being employed on campus for over 19 years, I have also been an extremely active and progressive member of the University of Maryland community, whether it is as a volunteer for Maryland Day, or serving in the capacity as the Facilities Management (FM) Co-Chair for this year's Maryland Day Event. I am also the FM/AVP Green Office Representative (Silver Status). I have served on the UMCP/Black Faculty & Staff Association's Executive Board in various positions, such as, Vice President and Non-Exempt Staff Representative. Other Senate Committees that I've served on are: The Committee on Committees, Staff Affairs Committee, Office of Diversity and Inclusion Committee and the Campus Transportation Advisory Council. I was previously appointed to serve as the Non-Exempt Staff Representative for the USM's Five-Year Review Team of President C.D. Mote, Jr., for the University of Maryland's Institutional Accreditation Process. I was also appointed to serve on the Interdivisional Working Group on Non-Exempt Staff Issues. I am a life-long "TERP," currently working on completing my undergraduate degree in Business Management at the University of Maryland, University College (2015). I have and will always support the mission of this campus and the Senate Committee on Committees, especially, when it pertains to making our community one big family that we all can be proud to be a part of.

Thank you for your consideration in nominating me to continually serve on the University of Maryland Senate. **GO TERPS!**

Graduate Student Senator Nominees

Michelle Blair – Part-Time Graduate Student Rep, College of Computer, Mathematical and Natural Sciences

I have studied at UMCP since 2010, beginning a formal program of study in the Fall of 2014. I have also studied part-time and full-time at 6 other institutions across New York and Massachusetts. As an experienced consumer of higher education who has been both a “traditional” student and a “non-traditional” student, I believe I will make a strong contribution to the Senate Committee on Committees and help UMCP retain and improve its status as a vibrant intellectual community. My professional experience across the private and public sectors and my leadership experience across student government and more recently in professional associations will support me in asserting the appropriate negotiation and diplomatic skills necessary to advocate for the UMD community. Finally, I have been a member of various communities in the United States, and I have traveled to several countries for work and leisure. I believe this exposure will help me to be sensitive to diverse perspectives, which will help ensure that the University Senate and the Senate Committee on Committees, supports fair outcomes that balance the sometimes competing concerns across the community.

Undergraduate Student Senator Nominees

Adip Bhargav – College of Computer, Mathematical and Natural Sciences

I am currently part of the appellate board of the University Student Judiciary. This role in the USJ has taught me to consider candidates on a case by case basis because little nuances can add to overall value as a future committee member. In this way, I tend to take into account all aspects of a candidate and think broadly, more so than others might. More importantly, I will be actively involved in the Selection Committee of the USJ which will provide me with related experience so that I can successfully reflect the diversity of our undergraduate student body through my votes and opinions.

In terms of the recruitment responsibilities, I am currently Public Relations Chair of Global Health Initiative at UMD, and two of the primary responsibilities of this position are recruitment and outreach. Lastly, I am involved in a variety of other extracurricular activities from Club Tennis to TAing for Organic Chemistry for example; this exposure to different concerns both academic and otherwise on campus will be of value when considering candidates for committees having to deal with those concerns as well.

Therefore, I believe that I am the best candidate to fill the undergraduate seat of this committee due to my prior experiences and familiarity with the diversity of concerns and candidates at UMD.

Iowis Zhu – College of Computer, Mathematical and Natural Sciences

My name is Iowis Zhu, and I would like to nominate myself for the undergraduate seat on the Senate Committee on Committees. I am a sophomore Biochemistry and Cell Biology and Molecular Genetics double major and a Statistics minor.

As a Banneker-Key scholar and a member of the Honors College, I have been treated very well by the University of Maryland. As such, I would like to do what I can to repay what I have been given, and I feel like one of the best ways of doing so would be doing my best to get more involved in the university community.

I feel that I would be a great candidate for the Senate Committee on Committees because of my prior experience in the University Senate and the connections I have made from my other activities on campus. For the past semester, I have been serving as the undergraduate representative on the Senate Programs, Curricula, and Courses

committee and have had experience interacting with current faculty senators as well as with departmental representatives.

In addition to my time in the University Senate, I have been serving as the Biochemistry representative on the CMNS student advisory board for the past semester, where I help coordinate college events, such as study abroad forums and student-faculty gatherings. I have also been a teaching assistant for BSCI207 and CHEM242, where I was able to increase my interactions with the student body.

Based upon my knowledge of the general student body as well as my current time in the Senate PCC committee, I believe that I would serve as a fine undergraduate representative on the University of Maryland Senate Committee on Committees.

Thank you very much for your time!

Candidacy Statements for the Athletic Council 2014-2015 Election

Faculty Nominees

Richard Ellis – Professor, College of Computer, Mathematical and Natural Sciences

I am a professor of Physics and a member of The Institute for Research in Electronics and Applied Physics which is where I, my students, and my lab are housed and for whom I am currently a member of the Senate. I have been at College Park since 1979. I have served in administrative capacities as Asst/Assoc Dean of CMPS, Associate Chair of The Dept of Physics, Executive Secretary of Phi Beta Kappa. At the Senate level I was Chair of the PCC committee and a member of the Executive Committee and I am currently a member of the Athletic Council. I have served on and often chaired numerous departmental and college committees. I presently am PI on two very active research grants in the area of experimental plasma physics.

I have been a season ticket holder for Terp's football and basketball for many years and am a member of the Terrapin Club. I am interested in serving on the Athletic Council and would hope to make the transition to the Big 10 very successful. I consider it very important that we maintain academic integrity as well as field competitive teams. It is also important that we keep all faculty well informed of what is happening on the athletic front and I believe we can do more in this area.

Reginal Harrell – Professor and Regional Extension Director, College of Agriculture and Natural Resources

I am submitting my name for consideration of being a representative on the Athletic Council. I have been a faculty member and administrator in the College of Agriculture and Natural Resources for almost 30 years serving as faculty, Department Chair for Maryland Extension, Associate Dean of Research, Associate Director of Maryland's Agricultural Experiment Station and as two Center Directors. I am also a past senator. I have been through the University's LEAD program for administrators, served as the Provost's representative on the System-wide review of the MEES graduate program and currently serve on its Curriculum Restructuring Committee and as College Park's Research Representative on the State's Aquaculture Coordinating Council. I teach four courses at the undergraduate and graduate level including an I&E University Core Elective. As a faculty member, in addition to serving on numerous college and departmental organizational committees, I have also served at three levels of the University's APT committees including chairing our college level committee. Last, I am frequently asked to be the Dean of the Graduate School's representative on Dissertation Committees. I have a PhD in Biology, an MBA, and an MDiv in Ethics.

My experience in athletics is as a former ACC track team member with Clemson University as an undergraduate, a referee in high school and some college-level basketball, former official Clock operator and/or Scorekeeper at The Citadel in Charleston SC, and a local community soccer and track coach. As Associate Director of Maryland's Experiment Station I worked with the Terp's Cross Country Coach to use our Turf Farm Research Facility as a site for Cross Country Meets. Lastly, I was also just recently nominated as a "Most Valuable Professor" by one of this year's Terp's Lacrosse Players.

Eric Kasischke – Professor, College of Behavioral and Social Sciences

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

Stephen McDaniel – Associate Professor, School of Public Health

Currently, I represent the Department of Kinesiology and the School of Public Health in the University Senate. I serve on the Faculty Affairs subcommittee and have provided leadership by serving on committees at both the department and college levels. I have been at UMD for 18 years and am very familiar with our academic culture. Likewise, I am conversant with the history of intercollegiate athletics at our university. My teaching and research focus on the business of sports and entertainment, including intercollegiate athletics and its governance. For example, I am knowledgeable on current issues, such as the proposed unionization of NCAA athletes, as well as some of the potential legal and fiscal ramifications to athletic programs. At the same time, I recognize the many benefits that college athletics can offer a university and its various constituencies.

In addition to my scholarship in sport business, I have worked in and around college athletics for more than 25 years. As a graduate student, I tutored student athletes, while serving in the area of academic support. I was also a graduate assistant, in both public relations and sport marketing. As a faculty member at UMD, I have had varsity athletes in my classes. Given the above experiences, I understand the various challenges faced by our student athletes, coaches, athletic administrators and the university, which is often a byproduct of "marrying" the business of competitive sports and higher education. Therefore, I feel that I could make a contribution to the Athletic Council's policy dialogue and I would welcome being part of its important mission.

Vincent Novara – Librarian III, University Libraries

I am honored to accept the nomination to run for the Athletic Council. For the past two years I have served the University Senate as Chair-Elect and Chair, as well as a member of the Sexual Harassment Task Force. Prior to that, my Senate experience included a year on the Senate Executive Committee, and two years with the Senate's Equity Diversity, and Inclusion Committee, which I chaired for one year. In 2005, when I was appointed to the Libraries' Faculty as a curator in the Michelle Smith Performing Arts Library, I pursued many opportunities to represent my colleagues on numerous committees supporting shared-governance. During my time as part of the Senate leadership, we have examined (in one fashion or another) UMD joining the Big 10, the reduction of teams, and the representation of Athletics in the Senate. At a time when revenue sports at Division I schools are contemplating unionization, compensation, and benefits, it is ideal that members of the Athletic Council have considerable

governance experience. I believe my experience with the Senate defines an ideal candidate for the Athletics Council, and I look forward to serving the campus community in that capacity.

Staff Nominees

James Bond – Assistant Director, Division of Student Affairs

I would like to be considered for a seat on the University Athletic Council. My interactions with the Department of Intercollegiate Athletics have been wholly productive and positive over my tenure as a 14-year member of the campus community.

In those years, I have worked with students and staff from the athletics department, and I appreciate their talent and commitment. I continue to be fascinated by the role athletics plays on our campus, and have always been impressed with the ability of our student-athletes. As a staff member in the Office of Student Conduct, I do a lot of outreach and education with Athletics regarding academic and non-academic issues, working to ensure that our student-athletes are not only of high caliber, but also of high character. I am also an avid fan of our student-athletes and their coaches, having attended countless Maryland sporting events, and currently a season ticketholder in two of them.

My interest in being on the council is also in large part due to the timing of our entrance into the Big 10 Conference, and the intended and unintended outcomes this will continue to bring. My competitive nature wants to guarantee that we have the strongest athletics program in the conference and the country. In short, I would like to gain a greater perspective of how Intercollegiate Athletics affects the tenor of the campus life, and I would like to have a hand in improving this program as a part of my responsibilities with the University Senate. Thank you for consideration.

Dorinda Kimbrell – Director of Administrative Services, College of Computer, Mathematical and Natural Sciences

Hello, my name is Dorinda Kimbrell. I have been with the University since October 2005 and am currently the Director of Administrative Services for the Department of Astronomy. I have a master's degree from UMUC (2009). I have served on the Campus Affairs Committee (2010-12), Campus Transportation Advisory Committee (2007-09), and numerous search committees. I have been a member of the Terrapin Club since 2003. I serve the Prince George's County community as a Red Cross Disaster Action Team response leader. Prior to my employment with Maryland, I worked at Garrett College (McHenry, MD) where I was active with the men's basketball team serving as a scorekeeper and public relations. I also was the official scorekeeper for the NJCAA men's and women's basketball District tournaments in the early 2000's. I am interested in serving on the Athletic Council to contribute to our University with my experience in policy and procedure formulation as well as to help promote the best possible program for our student athletes and athletic program. Thank you.

Kevin Pitt – Assistant Director, Division of Student Affairs

I am honored to be considered to continue to represent the university community on the University Athletic Council. I've had the great privilege to study and work on this great campus for over 9 years! First as a graduate student I had the opportunity to serve the graduate community as Vice President of Graduate Student Government and then as a Graduate Student Senator. As a full time staff member I've been able to gain a wide variety of experiences in the Division of Student Affairs within the Department of Resident Life, with the Department of Fraternity and Sorority Life and currently with the Office of Student Conduct as Assistant Director of Academic Integrity where I work closely with faculty to adjudicate the Code of Academic Integrity and have very strong

professional connection with Athletics staff during my duties helping to educate our student-athletes of issues of academic integrity and any other student conduct issue that our student-athletes may encounter.

I've currently been serving as an Exempt Professional Senator for the past year and I'm seeking to take my love for campus athletics and campus advocacy to the next level by serving on the University Athletic Council. I'm very excited for this opportunity to serve the university within a different capacity and I am hoping that the combination of my history on campus as an advocate and my diverse professional experience on campus will inspire you to support my candidacy!

Candidacy Statements for the Council of University System Faculty (CUSF) 2014-2015 Election

Faculty Full-Time Representative Nominees

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. As a member of CUSF over the past six years he has developed an understanding of the importance of CUSF at the Maryland System level and how to work in coordination with Chancellor Kirwan, 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 has been Chair of the University Senate, Vice-Chair of the Strategic Plan Steering Committee, and Chair of the CORE Committee (working with the UMCP General Education program and the introduction of "learning outcome assessments" to the campus). He has taught at UMCP for almost 50 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. (he presented the 675th concert there this past December). 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 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.

Vincent Novara – Librarian III, University Libraries

I am honored to accept the nomination to run for the Council of University System Faculty (CUSF) to represent the faculty of our campus. For the past two years I have served the University Senate as Chair-Elect and Chair, as well as a member of the Sexual Harassment Task Force. Prior to that, my Senate experience included a year on the Senate Executive Committee, and two years with the Senate's Equity Diversity, and Inclusion Committee, which I chaired for one year. In 2005, when I was appointed to the Libraries' Faculty as a curator in the Michelle Smith Performing Arts Library, I pursued many opportunities to represent my colleagues on numerous committees supporting shared-governance. During my time as part of the Senate leadership, it has been my pleasure to attend a couple of CUSF meetings, as well as the meeting of the system-wide senate chairs. I would welcome the opportunity to bring my experience in shared governance to the System level, while expanding my awareness of the issues our campus has in common with colleagues throughout the state.

Faculty Alternate Representative Nominees

Bryan R. Butler Sr. – Principal Agent, College of Agriculture and Natural Resources

My name is Bryan R. Butler Sr. I am a Principle Agent in Agriculture and Nature Resources stationed in the Carroll County Office. A 1984 Graduate of the University of Maryland College of Agriculture and Life Science in General Agriculture he also holds a Master’s of Science in Environmental Biology from Hood College. I have been with The University of Maryland Extension for 23 years.

I provide research based information to commercial producers and have been involved in a number of research projects including, Brown Marmorated Stink Bug in tree and small fruit as well as Spotted Winged Drosophila in small fruit, pumpkin variety trials, NC-140 apple rootstock trials, organic small fruit and vegetable production and the use of high tunnels as well as mobile tunnels. Much of the high tunnel work has been done with strawberries and raspberries as well as tomatoes and cut flowers to extend the growing season and provide unique marketing opportunities for producers in the mid-Atlantic.

I am also the former Director of the Carroll County Extension Office and have been program manager for the Carroll County Extension Nutrient Management Program for thirteen years and have worked with a wide variety of manure management issues including both active and passive compost systems.

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

Candidacy Statements for the Campus Transportation Advisory Committee (CTAC) 2014-2015 Election

Faculty Representative Nominees

Robert Briber – Professor and Chair, A. James Clark School of Engineering

I have been a faculty member at the University for the past 22 years, 11 of which as Chair of the MSE Department. I regularly commute to campus and understand many of the frustrations that we face in living in the DC metro area and working at UMD. As university citizens many of the decisions we make about our lives are tied to transportation issues associated with campus. As a Department Chair, I regularly interface with faculty, staff and students in our Department on transportation issues about campus and in the surrounding areas. If elected to the CTAC committee I will advocate for students, staff and faculty on transportation issues ranging from the Purple Line, parking, green commuting, Shuttle UM and Bike UM.

Nathan Putnam – Librarian II, University Libraries

My name is Nathan Putnam and I am the Head of Metadata Services for the University Libraries. I am running for the faculty position on the Campus Transportation Advisory Committee. I joined the University of Maryland community last June and I am currently commuting to and from work via Metro and the UMD Shuttle. Because of this, I am interested in actively providing feedback regarding transportation options on campus since I am regularly using UMD transportation. I have worked at other state Universities where I have driven to work and used the parking services available to faculty and staff. I am keenly aware of issues facing commuters at academic institutions. Thank you for your consideration.

Staff Representative Nominees

Cynthia Shaw – Coordinator, Office of Undergraduate Studies

In my 15 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 graduate student and Program Coordinator. 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 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

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)
Inauguration Committee (2010-2011)
CTE Assistant Director Search committee (2011 & 2012)
Senate Nominations Committee (2011)
Senate EDI committee (2011-2013)
UGST Coordinator search committee (2011 & 2012)
Senate Coordinator Search committee (2011)
President's Commission on Women's Issues (2010-2014)
Diversity Advisory Council (2012-2014)
Campus Transportation Advisory Council (2011-2014)
Thank you for any consideration

Undergraduate Student Senator Nominees

Amna Farooqi – College of Behavioral & Social Sciences

As a BSOS representative in SGA, I worked with DOTS on several initiatives, such as physically displaying maps of bus routes at the bus shelters, setting up an SGA advisory subcommittee, and bringing back the Weekend Grocery Shuttle for students who live in apartments. Because of my experience with them, I'd like to continue working with them to improve transportation on campus and review policies that affect students.

Yasir Khattak – Robert H. Smith School of Business

I would like to nominate myself for the campus transportation advisory committee (CTAC) of University of Maryland College Park. There are many reasons that I want to be on this committee but one particular reason is that I want to improve and make the current shuttle routes convenient for my fellow students at University of Maryland college park main campus and specifically at the shady grove campus; so the students can continue to focus on their high quality education and not worry about the inconvenience they face due to the current shuttle routes.

Huy Hoang Vu – College of Undergraduate Studies

My name is Huy Hoang Vu. I recently got elected for University Senate for Letters and Sciences. And I am extremely interested in running for the Campus Transportation Advisory Committee position. I should be elected for this position because I know that reviewing fee proposals and discussing transportation issues relates to my intended major of business. Not only would my background in economics and business help advance this committee, but it would also help me grow and learn to face these issues in person and not just in the class room. And as a daily user of the UM Shuttles I know what is essential to be fixed to make the routes more efficient. Thank you for your time for reviewing my statement.

Barret Wessel – College of Agriculture and Natural Sciences

I'm well qualified to serve on the Campus Transportation Advisory Committee and am well versed with transportation issues on and around campus. My first two semesters here I commuted from Elkridge via car and parked on campus, and for the past two semesters I have commuted via MARC train and the campus shuttle system. The shuttle system provides an excellent transportation opportunity for students but I would like to see more education and assistance for students interested in connecting to other public transit systems; for example, MARC schedules should be available in the same location as shuttle schedules in Stamp Student Union. Many commuters aren't even aware of the options that are available to them. I would also bring a strong education in energy conservation to the committee; I am an environmental science senior and have spent the last several years studying, in part, ways to make transportation more efficient. I thank you for your consideration and I look forward to working with you to improve service and make transportation more sustainable.



University Senate TRANSMITTAL FORM

Senate Document #:	13-14-32
PCC ID #:	13046
Title:	Establish a Post-Baccalaureate Certificate in World Language Education
Presenter:	Marilee Lindemann, Chair, Senate Programs, Curricula, and Courses Committee
Date of SEC Review:	April 16, 2014
Date of Senate Review:	May 7, 2014
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 Education and the Department of Teaching and Learning, Policy and Leadership propose to establish a Post-Baccalaureate Certificate in World Language Education. The purpose of this certificate is to offer professional development to education professionals in the area of World Language Education at the elementary, middle, and high school levels. The certificate program focuses on the pedagogy of teaching world languages. Student populations who would be most interested in this certificate are those who are teaching a foreign language but may have not received the most current instruction in this field. Some teachers may never have been certified in this area. Some may have been certified through alternative routes that lacked instruction in this area. Some teachers may have been certified before 2011, when the State of Maryland extended certification from grades 7-12 to grades Pre-K-12.</p> <p>This certificate will meet the professional development needs of Maryland school systems that currently have World Language teachers who may or may not be certified in this area. According to two partner school districts—Montgomery County Public Schools and Prince George’s County Public Schools—some of their World Language teachers are permanent substitutes or on temporary contracts and need formal education courses in the field. The certificate program will be offered to school district</p>

	<p>cohorts as part of the College of Education’s outreach program. Consistent with other outreach programs, the program will be offered off-campus at a location convenient to the cohort, such as the Universities at Shady Grove or the Laurel Center.</p> <p>This program will be funded primarily through tuition revenue.</p> <p>The curriculum will consist of four courses: EDCI625 Reading, Cognition, and Reading Instruction: Reading in Content Areas; EDCI631 Student Assessment in the Second-Language Classroom; EDCI688A Advanced K-12 Foreign Language Methods and Technology; and EDCI732 Second-Language Acquisition. One course will be offered each semester, in consecutive semesters, so students are able to complete the certificate in two years.</p> <p>This proposal received the unanimous support of the Graduate PCC committee on March 24, 2014. The proposal also received unanimous support from Senate Programs, Curricula, and Courses committee at its meeting on April 4, 2014.</p>
Relevant Policy # & URL:	N/A
Recommendation:	The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this new Post-Baccalaureate Certificate program.
Committee Work:	The committee considered this proposal at its meeting on April 4, 2014. Perla Blejer from the Department of Teaching and Learning, Policy and Leadership and Maggie McLaughlin of the College of Education presented the proposal. After discussion, the committee voted unanimously to recommend the proposal.
Alternatives:	The Senate could decline to approve this new certificate program.
Risks:	If the Senate declines to approve this new certificate program, the University will lose an opportunity to offer needed professional development for World Language educators in the State of Maryland.
Financial Implications:	There are no significant financial implications with this proposal. This program will be funded primarily through tuition revenue.
Further Approvals Required:	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.

13046

- 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:

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:

Type of Action (choose one):

- | | |
|---|---|
| <input type="checkbox"/> Curriculum change (including informal specializations) | <input type="checkbox"/> <i>New academic degree/award program</i> |
| <input type="checkbox"/> Curriculum change for an LEP Program | <input checked="" type="checkbox"/> New Professional Studies award iteration |
| <input type="checkbox"/> <i>Renaming of program or formal Area of Concentration</i> | <input type="checkbox"/> New Minor |
| <input type="checkbox"/> <i>Addition/deletion of formal Area of Concentration</i> | <input type="checkbox"/> Request to create an online version of an existing program |
| <input type="checkbox"/> <i>Suspend/delete program</i> | |

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

Summary of Proposed Action (Revised, March 28, 2014)

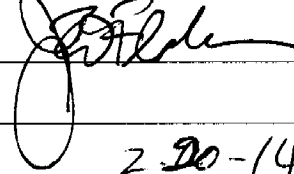
The Department of Teaching, Learning, Policy and Leadership (TLPL) is proposing a new Post-Baccalaureate Certificate in World Language Education. The purpose of this certificate is to offer professional development to a variety of professionals in the area of World Language, at the elementary, middle, and high school levels. The target participants will be educators who are currently teaching a foreign language (e.g., French, Spanish, Chinese, Arabic) but may or may not be certified in the field or those who have completed alternate routes to certification but not taken the specific courses offered. It is also designed for teachers at the elementary level who were certified before 2011, when the State of Maryland extended certification from grades 7-12 to Pre-K-12, and other teachers who need to revitalize their skills. The certificate will also be beneficial for teachers of adults or supplemental schools who have not had formal preparation in teaching World Language.

The course sequence will consist of four (4) courses (a total of 12 credits) that are essential to be successful in the World Language classroom, specifically courses in second-language acquisition, second-language pedagogy, content area reading, and assessment. These courses are already included in the Department's existing 42-credit Masters Certification, World Language Education program. They will be offered to cohorts of World Language teachers, with a maximum of 25 students per cohort.

Upon completion, the participants will receive a Graduate Certificate in World Language Education from the University of Maryland. Participants will also have the option of transferring these credits toward a Master's in Education and/or certification in the field.

Departmental/Unit Contact Person for Proposal: Perla Blejer; Email: pblejer@umd.edu

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

1. Department Committee Chair JOHN F. O'FLAHAVAN  2/17/14
2. Department Chair Seaside Hutz 2-17-14
3. College/School PCC Chair Wendy Sullivan 2-20-14
4. Dean Margaret J. Mahughli 2-20-14
5. Dean of the Graduate School (if required) _____
6. Chair, Senate PCC Marilee Fine 4/4/14
7. University Senate Chair (if required) _____
8. Senior Vice President and Provost _____

PROPOSAL

POST-BACCALAUREATE CERTIFICATE || WORLD LANGUAGE EDUCATION

COLLEGE OF EDUCATION, UNIVERSITY OF MARYLAND DEPARTMENT OF TEACHING AND LEARNING, POLICY AND LEADERSHIP

Overview

The Department of Teaching, Learning, Policy and Leadership (TLPL) is proposing a new Post-Baccalaureate Certificate in World Language Education. The purpose of this certificate is to offer professional development to a variety of professionals in the area of World Language, at the elementary, middle, and high school levels. The target participants will be educators who are currently teaching a foreign language (e.g., French, Spanish, Chinese, Arabic) but may or may not be certified in the field or those who have completed alternate routes to certification but not taken the specific courses offered. It is also designed for teachers at the elementary level who were certified before 2011, when the State of Maryland extended certification from grades 7-12 to Pre-K-12, and other teachers who need to revitalize their skills. The certificate will also be beneficial for teachers of adults or supplemental schools who have not had formal preparation in teaching World Language.

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Upon completion, the participants will receive a Post-Baccalaureate Certificate in World Language Education from the University of Maryland.

Completers will also have the option of transferring these credits toward a Master's in Education and/or certification in the field.

Rationale

This certificate will meet the professional development needs of Maryland school systems that currently have World Language teachers who may or may not be certified in the field. According to two of our partner school districts—Montgomery County Public Schools and Prince George's County Public Schools—some of their World Language teachers are permanent substitutes or on temporary contracts and need formal education courses in the field. Some of their teachers are not trained in the U.S.; others are hired as para-educators who have an interest in becoming fully credentialed teachers. For these and other reasons, area districts such as Montgomery County Public Schools, include both Spanish teachers and World Language immersion teachers on their critical needs list.

Due to current trends in the field of World Language Education, continuing professional development is desirable for teachers, especially teachers who have not already been exposed to relevant theory and pedagogy, or for teachers who have been teaching a number of years and could upgrade their skills. Recent changes in the field lend support for the need for this certificate:

1. The Maryland State Department of Education has expanded certification from grades 7-12 to pre-K-12;
2. The Maryland State Department of Education has adopted the Maryland College and Career-Ready Standards; and,
3. The American Council on Teaching of Foreign Language (ACTFL) has revised its standards.

In addition, this certificate will meet the needs of individuals who are interested in the field of World Language, but are not working in a public school system. This includes teachers in supplemental language schools for children and adults as well as those contracted to teach adults for business and government institutions.

The University of Maryland is positioned well to offer this post-baccalaureate certificate. The College of Education has established graduate programs in World Language Education, offering multiple pathways for state certification. In addition, the University is the only institution in Maryland currently offering graduate-level certification in some languages, such as Chinese. After a thorough search of course and program offerings at John Hopkins University, Salisbury University, Towson University and the University of Maryland Baltimore County (UMBC), we found no offerings similar to the World Language Post-Baccalaureate Certificate proposed here. In addition, the search confirmed that none of these universities are offering graduate degrees in the Chinese language (with teacher certification) and only some are offering graduate degrees in Spanish and French. The Supervisor of World Language at the Maryland State Department of Education also confirmed that there are not current graduate programs in the state offering certification in Chinese language education. The World Language Post-Baccalaureate Certificate at the University of Maryland will target teachers of all seven languages the College of Education has approved programs for certification: Chinese, French, Italian, German, Latin, Russian and Spanish and the courses will be at the graduate level.

Nature of the Program

The World Language Post-Baccalaureate Certificate will address second-language acquisition, methods of teaching world Language, teaching of reading in the content areas, and second-language assessment. The curriculum of the courses will also integrate cultures of the people who speak the various languages. In addition, the courses will incorporate the use of technology.

The courses will be offered off-campus at a location convenient for the cohort, such as the Universities at Shady Grove or the Laurel Center. They will include face-to-face, on-line, and other blended pedagogies. Classes will be held in the late afternoon or evening.

One course will be offered each semester, in consecutive semesters, so students are able to complete the certificate in two years. Students may elect to complete the courses at their own pace. However, as stipulated in University policy, students will need to complete the coursework within five years of enrolling.

Title of Certificate: Post-Baccalaureate Certificate in World Language Education

Courses and Catalog Descriptions

EDCI 625: Reading, Cognition, and Reading Instruction: Reading in the Content Areas

- Provides teacher candidates with an understanding of the interactive nature of the reading process, the use of research-based K-12 instructional strategies, the relationship between vocabulary development and student concept development, the design of K-12 reading instruction, the methods for assessing content area literacy, and the ability to plan instruction and communicate with students, parents, and allied professionals. This class is modified to specifically meet the needs of World Language teachers.

EDCI 631: Student Assessment in the Second-Language Classroom

- Analysis of standardized and teacher-made FL/ESL tests; emphasis on principles of FL/ESL test construction. Field-testing of commercial and teacher-made materials.

EDCI 688A: Advanced K-12 Foreign Language Methods and Technology

- Teaches advanced best practices for effective foreign language instruction. Topics include: using authentic assessment and materials, applying national standards, teaching writing and culture, motivating students, providing strategy instruction, infusing technology, preparing for K-12 employment, and creating a professional portfolio.

EDCI 732: Second-Language Acquisition

- Major theoretical approaches to second-language acquisition

Course Sequence

Semester 1	Fall	EDCI 688A: Advanced K-12 Foreign Language Methods and Technology
Semester 2	Spring	EDCI 625: Reading, Cognition, and Reading Instruction: Reading in the Content Areas
Semester 3	Fall	EDCI 631: Student Assessment in the Second-Language Classroom
Semester 4	Spring	EDCI 732: Second-Language Acquisition

Faculty

Faculty who teach these courses will be drawn from the Department of Teaching and Learning, Policy and Leadership (TLPL), and will be coordinated by the Director of World Language Education. The faculty will comprise a combination of full-time, tenure-track and clinical faculty, and adjunct professors who normally teach these courses.

Learning Outcomes

Students will demonstrate the following:

1. Ability to plan lessons applying strategies for differentiated instruction, incorporating the ACTFL National Standards for Foreign Language and the Maryland State College and Career-Ready Standards;
2. Ability to design thematic units integrating technology into lesson planning, incorporating the Maryland Teacher Technology Standards (MTTS);
3. Knowledge of current and historical theories and research in language acquisition as applied to second language learners with K-12 perspective;
4. Ability to assess second-language learners' language skills and communicative competences using multiple sources of information, and to construct teacher-made tests and authentic assessments for students in second language classroom;
5. Knowledge of the interactive nature of the reading process in the content areas, as well as other theories and models of cognition and reading and apply them in designing K-12 instruction; and,
6. Ability to design strategic K-12 instruction that involves appropriate texts and materials in order to meet content area goals and student learning goals.

Assessments

Assessments will include, thematic unit plans, short reaction papers, case-studies that demonstrate assessments of students' learning, video analysis of lessons, reflection and analysis of the lessons, and presentations to school personnel.

Admission Criteria

Students applying for the Post-Baccalaureate Certificate in World Language Education must submit an application to the Graduate School of the University of Maryland. They must meet all requirements of the Graduate School, including:

- A minimum undergraduate GPA of 3.0 (4.0 scale) or graduate GPA of 3.0 (4.0 scale). Applicants with international credentials must submit in the original language those academic records that are not written in English. Such credentials must be accompanied by an accurate and literal English translation.
- Three letters of recommendation that address the applicant's leadership potential, relevant experience, and ability to succeed in the program.
- A statement of goals and objectives for pursuing graduate study. The statement must indicate both the applicant's practical experience as well as professional goals.
- Where applicable, a TOEFL score of 100 or higher for full admission or 84-99 for provisional admission.

Students may apply some or all of the 12 credits earned for the Post-Baccalaureate Certificate toward a Master's degree, with the approval of the student's advisor and the program. However, acceptance to begin the course sequence for the Post-Baccalaureate Certificate does not automatically guarantee admission to a degree program. Students will still need to apply and be accepted to the degree program.

Off-Campus Program

Classes for the World Language Post-Baccalaureate Certificate will be offered off-campus. As is the current standard and accepted practice, the Dean of the College of Education and the Chair of TLPL ensure student access to the full range of campus services (including advising, financial aid, and career services) and facilities (including library and information facilities and computer facilities).

Commitment to Diversity

The University of Maryland is committed to recruiting and retaining a diverse student body. The University's accreditation by the Middle States Association of Colleges and Secondary Schools and the College of Education's accreditation by the Council for the Accreditation of Education Preparation (CAEP) and the Maryland State Department of Education insure this commitment.

Resources

Staffing for this program will come from existing faculty within TLPL. Support from tuition revenue will be sufficient to cover all faculty, facility and administrative costs (see Table 1).

Table 1: Expenditures and Revenues by Year

Expenditures	Year 1	Year 2	Year 3	Year 4	Year 5
1. Total Faculty Expenses (b + c below)	\$25,200	\$50,400	\$50,400	\$50,400	\$50,400
a. #FTE	0.25				
b. Total Salary	\$20,000	\$40,000	\$40,000	\$40,000	\$40,000
c. Total Benefits	\$5,200	\$10,400	\$10,400	\$10,400	\$10,400
2. Total Administrative Staff Expenses (b + c below)	na				
a. #FTE	na				
b. Total Salary	na				
c. Total Benefits	na				
3. Total Support Staff expenses	na				
a. # FTE	na				
b. Total Salary	na				
c. Total Benefits	na				
4. Equipment	na				
5. Library	na				
6. New or Renovated Space	na				
7. Other Expenses	\$22,960	\$45,920	\$45,920	\$45,920	\$45,920
Shady Grove room charge	\$1,000	\$2,000	\$2,000	\$2,000	\$2,000
Entrepreneurial/Admin fee (10% of tuition)	\$7,320	\$14,640	\$14,640	\$14,640	\$14,640
College of Education Fee (20% of tuition)	\$14,640	\$29,280	\$29,280	\$29,280	\$29,280
Total (Add 1- 7)	\$48,160	\$96,320	\$96,320	\$96,320	\$96,320

Note: This does not include any factors for inflation since we assume salaries and tuition will go up by similar percentages.

MHEC TABLE 1: RESOURCES

Resources Categories	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
1. Reallocated Funds ¹	0	\$0	\$0	\$0	\$0
2. Tuition/ Fee Revenue ² (c+g below)	\$ 73,200	\$ 146,400	\$ 146,400	\$ 146,400	\$ 146,400
a. #F.T Students	\$ -	\$0	\$0	\$0	\$0
b. Annual Tuition/ Fee Rate	na				
c. Annual Full Time Revenue (a x b)	\$ -				
d. # Part Time Students	\$ 20	\$40	\$40	\$40	\$40
e. Credit Hour Rate	\$ 610	\$610	\$610	\$610	\$610
f. Annual Credit Hours	\$ 6	\$6	\$6	\$6	\$6
g. Total Part Time Revenue (d x e x f)	\$ 73,200	\$146,400	\$146,400	\$146,400	\$146,400
3. Grants, Contracts, & Other External Sources ³	\$ -				
4. Other Sources	\$ -				
TOTAL (Add 1-4)	\$ 73,200	\$ 146,400	\$ 146,400	\$ 146,400	\$ 146,400

Other Issues

If a school district wishes to sponsor a cohort of its teachers, a Memorandum of Understanding (MOU) will be negotiated with the school districts, as is the current standard practice.



University Senate TRANSMITTAL FORM

Senate Document #:	13-14-33
PCC ID #:	13045
Title:	Establish a Post-Baccalaureate Certificate in Public Financial Management
Presenter:	Marilee Lindemann, Chair, Senate Programs, Curricula and Courses Committee
Date of SEC Review:	April 16, 2014
Date of Senate Review:	May 7, 2014
Voting (highlight one):	<ol style="list-style-type: none"> 1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	<p>The School of Public Policy proposes to establish a Post-Baccalaureate Certificate in Public Financial Management. The purpose of this certificate is to develop students' proficiency in a uniform set of core conceptual financial competencies and skills that most managers of public resources should possess. The growing challenge for government to improve accountability while providing high levels of service at low cost requires a keen understanding of complex financial mechanisms and sound management theories and practices. The School of Public Policy will market the certificate program to federal and state agencies, contractor companies that provide accounting and financial services to government, and individuals in a variety of professions interested in public financial management.</p> <p>This program will be funded primarily through tuition revenue.</p> <p>The curriculum will consist of 12 total credits, including two three-credit courses and six credits from a list of restricted electives. The two core courses are PUA670 Finance, and PUA688B Leadership and Management for Public Financial Managers. As a result of the program, students will understand the principles and practices of public financial management. They will also understand how these principles and practices relate to the overall management of public organizations and programs.</p>

	<p>Students will also be able to apply the tools and techniques related to finance, budgeting, and accounting to address specific financial issues.</p> <p>This proposal received the unanimous support of the Graduate PCC committee on March 24, 2014. The proposal also received unanimous support from Senate Programs, Curricula, and Courses committee at its meeting on April 4, 2014.</p>
Relevant Policy # & URL:	N/A
Recommendation:	The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this new Post-Baccalaureate Certificate program.
Committee Work:	The committee considered this proposal at its meeting on April 4, 2014. Tom Kennedy and Bill Powers of the School of Public Policy presented the proposal. After discussion, the committee voted unanimously to recommend the proposal.
Alternatives:	The Senate could decline to approve this new certificate program.
Risks:	If the Senate declines to approve this new certificate program, the University will lose an opportunity to offer needed professional development for professionals looking to enhance their knowledge of financial management in the public sector.
Financial Implications:	There are no significant financial implications with this proposal. This program will be funded primarily through tuition revenue.
Further Approvals Required:	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

PCC LOG NO.

13045

College/School: School of Public Policy -- PUAF

College/School Unit Code-First 8 digits: 01203700

Department/Program:

Department/Program Unit Code-Last 7 digits: 1370101

Type of Action (choose one):

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

Summary of Proposed Action:

The School of Public Policy proposes to create a new graduate certificate program in Public Financial Management. The certificate program will be a four-course (twelve-credit) program of study. The program is expected to draw students from federal, state and local government agencies and private companies that provide financial management services to government. The curriculum will provide a targeted focus on the financial management aspects of the School of Public Policy's current Master of Public Management curriculum.

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

1. Department Committee Chair _____
2. Department Chair _____
3. College/School PCC Chair Christopher Frenzel 2/11/14
4. Dean Jim F. West 2/10/14
5. Dean of the Graduate School (if required) _____
6. Chair, Senate PCC Manice Jones 4/4/14
7. University Senate Chair (if required) _____
8. Senior Vice President and Provost _____

I. Mission

In an attempt to broaden existing offerings at the Maryland School of Public Policy (“MSPP” or “the School”) to more effectively address current public sector needs, the School proposes to create a graduate certificate program in Public Financial Management, derived in part from the existing Master of Public Management degree program.

II. Characteristics of the Proposed Program

1. Educational Objective

The objective of the graduate certificate program in Public Financial Management is to develop students’ proficiency in a uniform set of core conceptual financial competencies and skills that most managers of public resources should possess.

2. Brief Catalog Description

This growing challenge for government to improve accountability while providing high levels of service at low cost requires a keen understanding of complex financial mechanisms and sound management theories and practices, which the Public Financial Management Certificate will begin to provide. The proposed four-course (twelve-credit) graduate certificate program addresses the financial management responsibilities of professionals ranging from comptrollers and chief financial officers, through auditors, accountants, budget officers, and others. Students who complete the certificate program gain a set of core conceptual and technical competencies relevant to their financial management, budgeting and accounting work in, or for, federal and state agencies.

3. General Requirements for the Certificate

The proposed graduate certificate program will consist of four, three-credit courses (12 graduate academic credits). The program is intended to be offered both on an individual and cohort basis. There is no thesis option for the program. The courses will all be offered by MSPP and the certificate will not rely on any courses provided through any other academic units.

To earn their certificate, students would:

Complete the following two three-credit courses:

1. Finance - PUA670
2. Leadership and Management for Public Financial Managers – PUA699

And would complete two of the following three-credit electives:

1. Financial Systems and Control - PUA699
2. Analysis of Fiscal Conditions - PUA712
3. Financial, Managerial, and Government Accounting - PUA715
4. State and Local Government Budgeting - PUA716
5. Federal Budgeting - PUA717
6. New financial management courses that may be developed and approved by MSPP faculty

When offered on an individual basis, students would be able to select electives that best address their individual learning objectives. When cohort-driven, the two electives would be determined cohort-wide rather than individually.

4. Course Titles, Numbers, and Descriptions

The two required courses in the certificate program would be:

- Finance - PUA670
Introduction to principles of resource allocation over time, role of debt in context of changing sources of governmental revenues, long- and short-term debt instruments, analysis of mixed public-private economic development projects, leasing, and the impact of borrowing devices.
- Leadership and Management for Public Financial Managers - PUA699
Focuses on management and leadership concepts and skills that are essential to performing successfully and responsibly in public organizations. It begins with discussion on the nature of public administration and moves to an examination of organizational structure issues, public sector innovation strategies and decision-making mechanisms. It also examines the “people” side of government, as well as management and leadership roles within organizations.

The two required elective courses would be chosen from the list below.

- Financial Systems and Control - PUA699E
Focuses on the management control and financial aspects of public sector decision making. Familiarizes students with key concepts of governmental accounting and financial management, and how to use financial information and systems to assist in planning, controlling operations and analyzing the results of operations.
- Analysis of Fiscal Conditions- PUA712
The financial operations of U.S. government at various levels, with emphasis on local governments. Practical problems in revenue management, including revenue forecasting and cash flow analysis; debt management operations, such as borrowing; intergovernmental financial operations, such as grants management and reporting requirements, and personnel management issues that have a direct bearing on governmental finances.

- Financial, Managerial, and Government Accounting – PUA 715
Basic accounting practices of governmental and non-profit organizations. Emphasis on presentation of data in assessing an organization's financial health, financial data by organizations, structuring of accounting information to achieve management control, way in which evolving national standards influence kinds of information organizations have to apply in the future.
- State and Local Government Budgeting – PUA 716
State and local government practices as a laboratory for studying public sector financial management.
- Federal Budgeting – PUA 717
Budgeting as a political and administrative instrument of government. Development of budgeting, the multiple uses of the budget, including role in fiscal policy and resource allocation, the roles and relationships of major participants, and effects of resource scarcity on budgeting behavior. Emphasis on the federal level.

5. *Expected Student Learning Outcomes*

Learning Outcome 1:

- Students will understand the principles and practices of public financial management.

Learning Outcome 2:

- Students will understand how the principles and practices of public financial management relate to the overall management of public organizations and public programs.

Learning Outcome 3:

- Students will be able to apply the tools and techniques related to finance, budgeting, and accounting to address specific financial issues.

These learning outcomes will be assessed by examining particular elements of student tests, papers, etc. throughout the four courses of the certificate.

6. *Faculty Who Will Teach in the Program*

The program will utilize MSPP's nationally renowned, resident practitioner-scholars as well as adjunct faculty who are preeminent in the field. Permanent faculty members may teach these courses either as part of their regular teaching load or on an overload basis, depending on whether the students are in traditional classes or part of an entrepreneurial cohort. All faculty will be members of the Graduate Faculty and approved by the Dean of the Graduate School to teach.

Professor Philip Joyce, a nationally prominent scholar in public finance, will oversee the certificate program as one of the offerings of the School's management, finance, and leadership program. The logistics of offering the program to cohorts on an entrepreneurial basis will be handled by the School's Executive Programs office. An advisory committee will be established consisting of:

members of the School's permanent faculty including Professor of the Practice Kenneth Apfel and Senior Lecturer Dr. Elizabeth Duke; members of School staff including Executive Dean William Powers and Thomas Kennedy, Director of Executive Programs; and the Executive Director of the Association of Government Accountants, currently Relmond Van Daniker.

MSPP faculty who will likely teach courses in the certificate program include:

- Kenneth Apfel, Professor of the Practice
- Dr. Elizabeth Duke, Senior Lecturer;
- Dr. Phillip Joyce, Professor; and
- Dr. Travis St. Clair, Assistant Professor.

Adjunct faculty who may teach courses in the certificate include:

- Marita Brown --Former Secretary of the Maryland Department of Budget and Management
- Joseph Kull -- former Deputy Controller for federal financial management at OMB
- Anthony McCann -- Former Secretary, Maryland Department of Health and Mental Hygiene
- Relmond Van Daniker -- Executive Director of the Association of Government Accountants

7. *New or updated facilities and equipment required*

No new or updated facilities and equipment are required.

8. *Student Audience*

Through outreach to federal and state agencies and contractor companies that provide accounting and financial services to government, the proposed certificate program in Public Financial Management will likely attract 20 or more students per year. The School has already been approached by the Association for Government Accountants (AGA) to provide such a certificate program to its membership and AGA is prepared to promote the certificate program to its corporate partners. The students in the certificate program will have to meet the standards of admission to the University. When organizations sponsor a cohort they would be invited to recommend participants to the certificate program, but the University will control all admissions decisions.

9. *Means for Offering the Program*

The certificate program may be conducted on-campus, at an off-campus site, or a combination of the two. Actual off-campus sites have not yet been determined. Standard University protocols for approval of off-campus sites will be followed should the occasion arise. The courses of the certificate program may also be delivered online. The certificate program will not be offered in cooperation with another institution. A non-traditional schedule (weekend and/or intensive course offerings) may be considered.

III. Finance

The tables below briefly describe the resources and expenditures for the proposed certificate program, assuming an on-campus, cohort-based entrepreneurial cohort. (Any qualified traditional students from degree programs outside the School who wish to pursue the certificate program through existing traditional sections will be allowed to do so on a space-available basis, and thus the School would accrue neither revenue nor expenses from their participation.) The Office of Executive Programs (“OEP”), an entrepreneurial self-support unit within the School, will market and administer the program when provided on a cohort-basis.

Students are likely to be a mix of resident and non-resident. It is proposed that tuition for all students participating in an entrepreneurial cohort be set at the School’s master’s non-resident tuition level. Student fellowships may be granted. The campus will receive the mandatory fees and the standard 15 of gross revenue. All other tuition revenue earned will accrue to the School of Public Policy. The figures below presume the School’s proposed FY13-14 tuition of \$1,525 per credit will be charged, and revenue and expenses will increase 3% per year.

RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$0	\$0	\$0	\$0	\$0
2. Tuition Revenue (a x b)	\$366,000	\$376,980	\$388,289	\$399,938	\$411,936
a. Number of Students	20	20	20	20	20
b. Tuition Rate (12 credits)	\$18,300	\$18,849	\$19,414	\$19,997	\$20,597
3. Mandatory Fee Revenue (a x c)	\$16,560	\$17,057	\$17,569	\$18,096	\$18,638
c. Fee Rate/Student/Year	\$828	\$853	\$878	\$905	\$932
4. Application Fee (a x 75)	\$1,500	\$1,545	\$1,591	\$1,639	\$1,688
5. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL	\$384,060	\$395,582	\$407,449	\$419,673	\$432,263

EXPENDITURES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Total Faculty Expenses	\$81,250	\$83,688	\$86,198	\$88,784	\$91,448
a. Total Salary	\$70,000	\$72,100	\$74,263	\$76,491	\$78,786
b. Total Benefits	\$13,750	\$14,163	\$14,587	\$15,025	\$15,476
2. Total Staff Expenses	\$37,500	\$38,625	\$39,784	\$40,977	\$42,207
a. # FTE	0.5				
b. Total Salary	\$30,000	\$30,900	\$31,827	\$32,782	\$33,765
c. Total Benefits	\$7,500	\$7,725	\$7,957	\$8,195	\$8,441
3. Materials	\$5,000	\$5,150	\$5,305	\$5,464	\$5,628
4. Marketing	5000	\$5,150	\$5,305	\$5,464	\$5,628
5. Textbooks	\$0	\$0	\$0	\$0	\$0
6. Mandatory Fees (pass through)	\$16,560	\$17,057	\$17,569	\$18,096	\$18,638
7. Application Fee (pass through)	\$1,500	\$1,545	\$1,591	\$1,639	\$1,688
8. Scholarships	\$140,000	\$144,200	\$148,526	\$152,982	\$157,571
9. University IDC at 15%	\$54,900	\$56,547	\$58,243	\$59,991	\$61,790
TOTAL	\$334,210	\$344,236	\$354,563	\$365,200	\$376,156

1. Faculty expenses assume an average cost for faculty salary ($\$27,500 \times 2 = \$55,000$) plus benefits ($\$6,875 \times 2 = \$13,750$) for two courses, plus adjunct faculty salary ($\$7,500 \times 2 = \$15,000$) for two courses. No state-supported faculty will teach in the program as part of their regular workload.
2. Staff expenses assume 0.5 FTE salary plus benefits for the School's existing administrative staff. No new staff will need to be hired.
3. Scholarships of up to \$7,000 per student MAY be offered if doing so is financially feasible.

Michael D Colson

From: William L. Powers
Sent: Thursday, March 20, 2014 10:44 PM
To: Michael D Colson
Cc: Thomas Kennedy
Subject: RE: PCC Proposal Information

Mike,

688B is now the number for "Leadership and Management for Public Financial Managers". 699E remains the number for "Financial Systems and Control". I hope that clarifies matters.

Bill

From: Michael D Colson
Sent: Thursday, March 20, 2014 1:18 PM
To: William L. Powers
Cc: Thomas Kennedy
Subject: RE: PCC Proposal Information

Bill,

Sorry, I think I may have confused things. Financial Systems and Control is numbered 699E in the proposal. The Leadership and Management for Public Financial Managers is listed as PUA699. Is that the course that will be 688B or does that one also need a new course number?

-Mike

- - -

Mike Colson
Senior Coordinator for Academic Programs
Office of the Associate Provost for Academic Planning and Programs
1122 Main Administration Building
University of Maryland
College Park, MD 20742
Phone: 301-405-5626; Fax: 301-405-8195
mcolson@umd.edu
www.provost.umd.edu/academic_planning

From: William L. Powers
Sent: Thursday, March 20, 2014 10:56 AM
To: Michael D Colson
Cc: Thomas Kennedy
Subject: RE: PCC Proposal Information

Hello Mike,

It seems we are out of 699 suffixes. So the course number will be PUA688B.



University Senate TRANSMITTAL FORM

Senate Document #:	13-14-34
PCC ID #:	13052
Title:	Establish a Post-Baccalaureate Certificate in African-American Studies
Presenter:	Marilee Lindemann, Chair, Senate Programs, Curricula and Courses Committee
Date of SEC Review:	April 16, 2014
Date of Senate Review:	May 7, 2014
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 Behavioral and Social Sciences and the Department of African-American Studies propose to establish a Post-Baccalaureate Certificate in African-American Studies. African-American Studies as a discipline has a unique intellectual and programmatic focus that situates the study of peoples of African descent at the intersection of the social sciences, cultural and historical studies. Although there are more than 265 undergraduate programs in African-American Studies, graduate programs in African-American Studies are scarce. This certificate program is envisioned as a first-step in establishing graduate programs in African-American Studies at the University of Maryland.</p> <p>The program will focus on the intersection of public policy and the social condition of African Americans and Black communities globally. Students will engage in both research and professional experiences as they explore these topics. This program meets the local and national demand in a variety of professions for highly trained individuals with relevant policy skills and knowledge of the social condition of African Americans and Black communities globally. The program is designed for students already accepted into graduate programs at the University of Maryland.</p> <p>The curriculum will consist of 18 credits, including three three-</p>

	<p>credit core courses, six credits from a set of restricted electives, and a three-credit experiential project. The three core courses are as follows: AASP611 Classic Texts and Contemporary Issues; AASP621 Public Policy and Black Communities; and AASP687 Social Inequality and Social Policy in a Global Perspective. The restricted electives consist of AASP graduate courses or other approved courses taught by affiliate faculty in other departments. The three-credit experiential project will either be a graduate research project or a practicum internship.</p> <p>The department’s current resources are sufficient for offering this program. Many of the courses are already offered to current graduate students at the University.</p> <p>This proposal received the unanimous support of the Graduate PCC committee on March 24, 2014. The proposal also received unanimous support from Senate Programs, Curricula, and Courses committee at its meeting on April 4, 2014.</p>
Relevant Policy # & URL:	N/A
Recommendation:	The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this new Post-Baccalaureate Certificate program.
Committee Work:	The committee considered this proposal at its meeting on April 4, 2014. Odis Johnson and Valerie Skeeter from the Department of African-American Studies, and Wayne McIntosh of the College of Behavioral and Social Sciences presented the proposal. After discussion, the committee voted unanimously to recommend the proposal.
Alternatives:	The Senate could decline to approve this new certificate program.
Risks:	If the Senate declines to approve this new certificate program, the University will lose an opportunity to offer a structured award program for University of Maryland graduate students from a variety of programs who want to further their interest in African-American Studies.
Financial Implications:	There are no significant financial implications with this proposal.
Further Approvals Required:	If the Senate approves this proposal, it would still require further approval by the President, the Board of Regents, and the Maryland Higher Education Commission.

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

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

PCC LOG NO.

13052

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

College/School: Behavioral and Social Sciences

Please also add College/School Unit Code-First 8 digits: **01202800**

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

Department/Program: African American Studies Department

Please also add Department/Program Unit Code-Last 7 digits: **1280301**

Type of Action (choose one):

- Curriculum change (including informal specializations)
- Renaming of program or formal Area of Concentration*
- Addition/deletion of formal Area of Concentration*
- Suspend/delete program*

- New academic degree/award program*
- New Professional Studies award iteration
- New Minor
- X Other

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

Graduate Certificate Program (GCP) in African-American Studies

This program is designed to increase the skill of graduate students, already accepted into graduate programs at the University of Maryland, in analyzing social issues and policies relevant to Black communities in the U.S. and globally. This certificate program offers courses in three concentration areas, a graduate research project option, and a practicum experience with a government or non-governmental organization such as the Baltimore city government, the Maryland State Legislature's Legislative Black Caucus of Maryland or the Urban League. Recipients of this certificate will be equipped for a career in public policy, non-governmental organizations, or any field requiring specialization and knowledge of the social condition and concerns of Black communities in the US and globally.

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

1. Department Committee Chair Sharon Harley

2. Department Chair Odis D. Johnson

3. College/School PCC Chair Charles Stanger Charles Stanger 3/10/14

4. Dean Wayne McIntosh 3/10/14

5. Dean of the Graduate School (if required) _____

6. Chair, Senate PCC Manicee Jones 4/4/14

7. University Senate Chair (if required) _____

8. Senior Vice President and Provost _____

OVERVIEW AND RATIONALE:

Born of student protest and struggle in the 1960s, African American Studies, as a scholarly field has matured and been institutionalized in the academy; recently, graduate programs have become a priority for training future generations of scholars and for advancing knowledge and research. While there are over 265 undergraduate departments or programs in the United States, graduate programs have been slower to develop.

At the turn of the millennium, there are now fifteen institutions granting PhDs: Northwestern University, Indiana University, Michigan State University, University of Texas-Austin, Univ. of California-Berkeley, Univ. of Massachusetts-Amherst, Univ. of Wisconsin-Milwaukee, Temple University, and seven-of-eight Ivy League institutions. Another Big Ten institution, the University of Illinois at Urbana-Champaign, gained preliminary approval for a PhD program in 2011. In addition, there are 15 institutions granting Masters degrees, including six Big Ten institutions (Univ. of Iowa, Ohio State University, Univ. of Wisconsin-Madison, Indiana University, Northwestern University, and Michigan State University), the University of Texas-Austin, Univ. of California-Los Angeles, Columbia University, Cornell University, Florida International University, New York University, State University of New York-Albany, and Morgan State University, which offers a Masters in African American History.

A small, but growing, number of institutions offer graduate certificates or minors, including six of the Big Ten institutions (Univ. of Michigan, Indiana University, Northwestern University, Univ. of Wisconsin-Madison, Univ. of Minnesota, and the Univ. of Illinois at Urbana-Champaign) and the Univ. of Massachusetts-Amherst, Univ. of North Carolina-Chapel Hill, Univ. of Pennsylvania, Princeton University, Duke University, Harvard University, Univ. of Louisville, Univ. of Nebraska-Omaha, and California State-Los Angeles.

University of Maryland, College Park is positioned to implement a graduate certificate program that will pave the way for the eventual development of a PhD program that would be at the forefront of the field. Establishing a Graduate Certificate Program in African American Studies at the University of Maryland is crucial at this moment if we are to maintain our leadership in the field and fulfill our commitment to becoming a primary center of graduate study and research. Given the research expertise of the core faculty in African American Studies and across the campus, graduate students will be trained in a rigorous set of methods, theories, and practices.

College Park's campus already has a critical mass of scholars working on research projects related to race and racial formation in the Americas across a variety of departments in both the Colleges of Behavioral and Social Sciences and Arts and Humanities. African American Studies can provide the intellectual leadership to train graduate students. Our own undergraduate majors have been recruited by some of the country's top programs. In recent years, students have been accepted into graduate programs in African American or African Studies at Harvard University, Yale University, New York University, and Ohio State University.

Additionally, a Graduate Certificate Program in African American Studies would attract students for graduate courses from a variety of units across campus including: Government and Politics, Sociology, Anthropology, American Studies, History, Family Science, Women's Studies, Public Policy and Public Health. Our faculty and graduate course offerings will complement the efforts of our colleagues across campus who are already providing an excellent graduate education.

The University of Maryland, College Park is ideally situated for the development of a graduate program in African American Studies. African American Studies has a unique intellectual and programmatic focus by situating the study of peoples of African descent at the intersection of the social sciences, cultural and historical studies. Our unique program is nationally recognized as one that emphasizes public policy, sociology, economics, history and cultural analysis. This is particularly relevant to the county and state, both of which have significant populations who are of African descent. Moreover, the proximity to the diverse populations and policy making communities found in Washington DC further strengthens the potential impact of and demand for the proposed graduate certificate.

Since its inception in 1969, the African American Studies Department has evolved into one of the nation's premier undergraduate departments in the United States. In its relative short history, AASD has become an integral part of the University of Maryland and the College of Behavioral and Social Sciences' commitment to academic excellence,

diversity, teaching excellence, and community outreach. Institutions ranging from the Ford Foundation, National Science Foundation and National Institutes of Health to the policy making communities at the state and federal levels recognize African American Studies' cutting-edge, interdisciplinary research and scholarship. Moreover, faculty members have active collaborative relationships with the White House, the Legislative Black Caucus of Maryland and Prince George's Country Medical Services. Taken together, this bespeaks to the department's ability to offer a graduate certificate program with practical importance and academic rigor.

Establishing a graduate certificate program in African American Studies is central to the institutional mission of the University and planning priorities in at least three ways. First, it will further the University's aspiration to become one of the preeminent public research universities by offering graduate study and research that will advance knowledge in a vital and growing field. Examples of current research include single mothers and health in the slums of Kenya and racial disparities in cardiovascular disease. Second, graduate training in African American Studies will contribute to an academic environment that encourages and respects scholarly inquiry about racial formation, inequality and difference. Finally, a graduate certificate program will support the unit's long-standing outreach to communities, such as, the Prince George's County Public Schools and policy making organizations.

ELIGIBILITY:

Enrollment in this program will be limited to students admitted to the Graduate School at the University of Maryland College Park. Persons accepted into this program need not be simultaneously registered in a degree-granting program on campus. Students designated as Advance Special Students may apply earned credits to the certificate program according to the rules established by and with the advice and consent of the Graduate Certificate Program coordinator and the Program Advisory Committee.

Upon satisfactory completion of the certificate requirements and upon recommendation of the Graduate School, a certificate shall be issued by the Registrar.

PROGRAM CONCENTRATION AREAS:

The African American Studies Department at the University of Maryland, College Park is the nation's leading program of its kind dedicated to social science and policy research. The program's pre-designed specializations reflect the unique strengths of the African American Studies Faculty.

- Global, Urban and Community Studies
- Health and Family Wellbeing
- Race, Culture and Social Status

PROGRAM AIMS:

- Advance understanding of the intersection of public policy and the social condition of African Americans and Black communities globally through research and professional experiences;
- Enhance the educational opportunities for University of Maryland students who are interested in advanced training about Black populations in the US and global context;
- Meet local and national demand for highly trained individuals with policy relevant skills and knowledge of the social condition of African Americans and Black communities globally;
- Establish a nationally recognized graduate studies experience that is unique among African American and Africana studies programs and highly regarded by academic institutions, policy makers, public agencies and non-governmental organizations;

PROGRAM REQUIREMENTS:

GCP students must successfully complete all courses listed on the Approved Plan of Study with a minimum GPA of 3.0 for all courses including the three required "core" courses. All credits for the certificate must be completed at

the University of Maryland College Park. All requirements for the graduate certificate must be completed within a five-year (5) period.

CURRICULUM:

The curriculum of the GCP includes 18 credit hours as follows:

Three Core Courses (9 Credits):

- AASP 611: **Classic Texts and Contemporary Issues**
- AASP 621: **Public Policy and Black Communities**
- AASP 687: **Social Inequality and Social Policy in a Global Perspective**

Two of the Following Electives in Program Emphasis Area (6 Credits):

- AASP 602: **Interdisciplinary Research Methods in African American Studies**
- AASP 612: **Black Culture in the US**
- AASP 699A: **Applied Policy Analysis and African American Social Issues**
- AASP 698A: **Black Women and Work**
- AASP 698B: **Evaluating Social Programs**
- AASP 698C: **African Americans and the City**
- AASP 688S: **Social Inequalities and Health in Africa and the African Diaspora**
- AASP 699C: **Gender, Sexuality and the Black Family**
- AASP 699E: **Urban Education Policy**
- AASP 699J: **Juvenile Incarceration and Re-entry**
- AASP 699H: **Race, Ethnicity, Wealth and Health in the U.S.**
- AASP 698U: **Urban Ethnography**
- AASP 698T: **Blacks and the Law**
- AASP 699F: **Black Resistance Movements**
- **Other Approved Courses by Affiliate Faculty in other departments (see attached list and letters of support)**

Note: All courses will be cross-listed with relevant departments so that students can optimize time use for their coursework and graduate on time.

One of the Following Department Electives (3 Credits):

- **AASP TBD: Graduate Research Project**
 This requirement emphasizes the intersection of public policy and African American studies through guided inquiry, development of a written manuscript and a presentation of the work in a public forum. This program requirement may aide the student’s completion of a Master’s Thesis, Dissertation Proposal or Dissertation Chapter during their concurrent enrollment in other University of Maryland graduate programs.
- **AASP TBD: Practicum Internship**
 GCP students may elect internships with the Maryland State Legislature’s, Legislative Black Caucus of Maryland or with other NGOs, governmental agencies, and policy-relevant research firms listed on the department’s approved practicum sites. Students may seek approval from the department’s graduate coordinator for other internship possibilities that demonstrate involvement in policy making and missions of public interests. At least 180 hours of on-site experience and a final written report satisfies the practicum requirement.

STUDENT LEARNING OUTCOMES:

Learning Outcome	How is it Measured?
Identify, describe, and relate central themes in the literature drawn from multiple disciplines	Exams, class participation and periodic essays

Situate themes within broader social, economic, historical and political contexts	Term papers
Examine issues using a comparative framework	Term papers, exams and class participation
Able to produce well written papers with potential for publication	Term papers
Able to make oral presentations in a lucid, coherent manner	Class participation

RESOURCE NEEDS AND SOURCES:

No additional resources are needed to put this program into place. Existing faculty can accommodate both teaching and mentoring responsibilities for Certificate students. Moreover, the Certificate proposal is in line with the AASD Advisory Committee Report (endorsed by the Provost) which calls for the development of a full scale doctoral program. The Certificate program is a critical step to accomplish this goal. The additional resources that will be coming to AASD as detailed in the Advisory Report, while critical for the establishment of a PHD program, are not essential for the Certificate Program.



UNIVERSITY OF
MARYLAND

DEPARTMENT OF SOCIOLOGY
Office of the Chair

Professor Roberto Patricio Korzeniewicz
2112 Art-Sociology Bldg. (#146)
College Park, Maryland 20742-1315
301.405.6394
korzen@umd.edu

August 19, 2013

Dear Sangeetha,

I am writing to express my enthusiastic support for the proposed Graduate Certificate in African American Studies. I have reviewed the proposal and feel confident that this program will complement graduate studies for our students by offering them the opportunity to receive specialized training in a range of topics relevant to the social condition of Black communities in the US and globally. In addition, our department welcomes Certificate students to enroll in any of the listed electives offered in our department.

I look forward to working with the African American Studies department in moving this proposal forward.

Warm regards,

A handwritten signature in black ink, appearing to read 'Roberto Patricio Korzeniewicz'.

Roberto Patricio Korzeniewicz
Professor and Chair



College Park, Maryland 20742-2611
301.405.0271 TEL 301.405.8397 FAX

Department of Epidemiology and Biostatistics

November 7, 2013

Sangeetha Madhavan
Acting Chair, African American Studies Department
University of Maryland
College Park, MD 20742

RE: Certificate Program in African American Studies

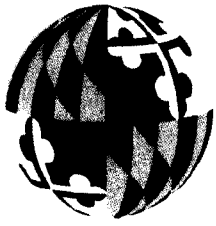
Dear Sangeetha,

It is my pleasure to add my name to those of other department chairs in the University in support of the proposed Graduate Certificate in African American Studies. After reviewing the program proposal in its PCC format I am confident this program will complement the graduate programs of many students on this campus, including our own in the School of Public Health. The focus on topics relevant to the social condition of Black communities in the US and globally is entirely consistent with much of the work we do here – and I would add that several courses in our school would contribute to this program as endorsed electives, including such courses as Social Determinants of Health and Epidemiology of Health Disparities in our Department, and HLSA 787, Minority Health and Health Equity offered through our Department of Health Services Administration.

In closing let me say that I not only endorse this proposal but also look forward to working with AASD on other opportunities for collaboration. I wish you all the best in this pursuit.

Sincerely,

Robert S. Gold, PhD, DrPH, FASHA, FAAHB
Professor and Chair



UNIVERSITY OF MARYLAND

Department of American Studies, 4115 Susquehanna Hall, College Park, MD 20742

9 August 2013

Dr. Sangeetha Madhavan, Interim Chair

Department of African American Studies

Campus

Dear Sangeetha:

I am writing to express my enthusiastic support for the proposed Graduate Certificate in African American Studies. I have reviewed the proposal and feel confident that this program will complement graduate studies for our students by offering them the opportunity to receive specialized training in a range of topics relevant to the social condition of Black communities in the US and globally. In addition, our department welcomes Certificate students to enroll in any of the listed electives offered in our department.

I look forward to working with the African American Studies department in moving this proposal forward.

Sincerely,

Nancy L. Struna

Professor & Chair



SCHOOL OF PUBLIC POLICY

DONALD F. KETTI
DEAN

2101 Van Munching Hall
College Park, Maryland 20742-1821
301.405.6330 TEL 301.403.4675 FAX
ketti@umd.edu

November 6, 2013

Professor Sangeetha Madhavan
Acting Chair
African American Studies Department
University of Maryland

Dear Sangeetha,

It is my great pleasure to express my strong and enthusiastic support for the proposed Graduate Certificate in African American Studies. The proposal is a strong one indeed, and I am confident it will provide valuable new opportunities for students here at the university. It offers an important range of topics that are increasingly important to the social condition of Black communities—here in our region, across the United States, and around the world.

We would welcome students enrolled in the certificate program who meet course prerequisites to enroll in the Public Policy electives that are listed in the proposal. We are certainly looking forward to working with the African American Studies Department as the proposal moves forward.

With very best wishes for every success,

Sincerely,

Donald F. Ketti
Dean



2115 Francis Scott Key Hall
College Park, MD 20742-7315
301.405.4265 TEL
301.314.9399 FAX
DEPARTMENT OF HISTORY

July 16, 2012

Professor Sangeetha Madhavan
Acting Chair
Department of African-American Studies
University of Maryland
College Park 20742

Dear Sangeetha,

I am writing to lend my enthusiastic support to the proposed Graduate Certificate in African American Studies. I have reviewed the proposal and feel confident this program will complement our graduate program by offering our students the opportunity to receive specialized training in a range of topics related to the social condition of Black communities in the US and around the world.

We would be happy to welcome certificate students to enroll in any of the relevant courses offered in our department. As you know, the History Department has a long and distinguished tradition of scholarship and pedagogy in the field of African and African-American Studies. Our current faculty members who teach African American history, or work in areas related to it include Professors Elsa Barkley-Brown, Ira Berlin, Holly Brewer, Rick Bell, Leslie Rowland, and Mike Ross. I know that they, too, will be enthused about this project and we all wish you every success in securing approval of your proposal.

I look forward to working with you as the proposal progresses through the university review process and once approved, with the new certificate program.

Sincerely,

A handwritten signature in black ink, appearing to read "Philip M. Soergel".

Philip M. Soergel
Professor & Chair



UNIVERSITY OF
MARYLAND

DEPARTMENT OF WOMEN'S STUDIES

201 Wood Hall
College Park, Maryland 20742-7415
TEL: 301.687.1111 FAX: 301.314.9100
www.womenstudies.umd.edu
<http://wlist.umd.edu>

August 16, 2013

Dear Sangeetha:

I am writing to express my enthusiastic support for the proposed Graduate Certificate in African American Studies. I have reviewed the proposal and feel confident that this program will complement graduate studies for our students by offering them the opportunity to receive specialized training in a range of topics relevant to the social condition of Black communities in the US and globally. In addition, our department welcomes Certificate students to enroll in any of the listed electives offered in our department.

I look forward to working with the African American Studies department in moving this proposal forward.

Regards,

A handwritten signature in black ink, appearing to read 'SK Kim'.

Seung-kyung Kim
Chair and Professor

African American Studies at Peer, Regional, and Aspirational Institutions

Prepared May 11, 2010 (Updated June 27, 2013)

	Institution	Name	Unit Structure	Tenure/Promotion	Appointment	Graduate Studies	Status	Graduate Programs/ Certificates/ Minors	Resources
1.	University of Michigan [^]	Department of Afroamerican and African Studies	Department	Yes	Full & Joint	Yes	Granted department status and graduate program in April 2010	<ul style="list-style-type: none"> • Certificate in African Studies • Certificate in African American & Diasporic Studies 	Lemuel Johnson Center for Students, Community Engagement, and the Arts (LJC)
2.	Indiana University [^]	Department of African American & African Diaspora Studies	Department	Yes	Full & Joint	Yes	PhD program started in 2008	<ul style="list-style-type: none"> • MA • Dual MA/MLS w/ School of Library and Information Science • Dual MA/MPA w/ School of Public and Environmental Affairs • Dual MA/MFA w/ English (Creative Writing) • PhD • PhD Minor 	<ul style="list-style-type: none"> • African American Arts Institute • Black Film Center/Archive • Archives of African American Music and Culture • Neal-Marshall Black Culture Center • Office of the Vice President for Diversity, Equity, and Multicultural Affairs • Commission on Multicultural Understanding
3.	Northwestern University [^]	Department of African American Studies	Department	Yes	Full & Joint	Yes	Offers MA and PhD with plans to add a terminal Masters degree	<ul style="list-style-type: none"> • PhD • Certificate in Gender Studies • Certificate in African Studies • Interdisciplinary Cluster Initiative (program designed to help graduate students by fostering connections with students and faculty in other programs) 	<ul style="list-style-type: none"> • Center for African American History (CAAH) • Melville J. Herskovits Library of African Studies • Kathleen E. Bethel, Librarian • Program of African Studies (PAS)
4.	University of California, Berkeley (UC Berkley)	Department of African American Studies & African Diaspora Studies	Department	Yes	Full & Joint	Yes	Offered BA since 1973. Added PhD in 1997	<ul style="list-style-type: none"> • PhD Options for Designated Emphasis (similar to an undergraduate's selection of a minor): <ul style="list-style-type: none"> • Women and Gender Studies • Critical Theory • Film & Media • New Media 	<ul style="list-style-type: none"> • African American Student Development • Beatrice M. Bain Research Group on Gender • Berkley African Student Association • Black Recruitment and Retention Center • Center for African Studies • Center for Latin American Studies • Center for Race and Gender • Institute for the Study of Social Change • Institute for Social Justice • Townsend Center • Townsend Humanities Lab
5.	University of Massachusetts	W.E.B. Du Bois Department of Afro-American Studies	Department	Yes	Full & Joint	Yes	Offered BA since 1970. Added PhD in 1996	<ul style="list-style-type: none"> • MA • PhD • Certificate in African Diaspora Studies 	The African Studies Review

[^] This institution is currently a part of the Big Ten Conference. * Rutgers and Maryland will join in 2014, and John Hopkins will become an affiliate member in 2014.

	Institution	Name	Unit Structure	Tenure/Promotion	Appointment	Graduate Studies	Status	Graduate Programs/ Certificates/ Minors	Resources
6.	Pennsylvania State University [^]	Department of African American Studies	Department	Yes	Full & Joint	No	Dept. split into AAS Dept. and African Studies Program in 2011		African Studies Program
7.	University of North Carolina at Chapel Hill (UNC)	African, African American, and Diaspora Studies Department	Department	Yes	Full & Joint	No		Certificate in African Studies	
8.	University of Pennsylvania ¹	Center for Africana Studies	Center	No	Joint only	Yes	New PhD program started in 2009	<ul style="list-style-type: none"> • PhD • Certificate in Africana Studies 	Center for Africana Studies
9.	Princeton University	Center for African American Studies	Center	Yes	Full & Joint	No	Changed from program to center in 2006	Certificate in African American Studies	
10.	University of Wisconsin [^]	Dept. of Afro-American Studies	Department	Yes	Full & Joint	Yes	Offers a terminal MA and a PhD minor	<ul style="list-style-type: none"> • MA • PhD Minor in Afro-American Studies 	
11.	University of Minnesota [^]	African American & African Studies	Department	Yes	Full & Joint	MA and PhD minors only		<ul style="list-style-type: none"> • PhD Minor in Africa and the African Diaspora • MA Minor in Africa and the African Diaspora 	
12.	University of California, Los Angeles (UCLA)	Interdepartmental Program in Afro-American Studies	Program	No	Joint only	Yes	BA, MA and Joint MA-JD	<ul style="list-style-type: none"> • MA • Joint Afro-American Studies MA/Law JD 	
13.	University of Illinois [^]	African American Studies	Department	Yes	Full & Joint	Yes	Became Dept. in 2008. Implementing PhD and MA programs	<ul style="list-style-type: none"> • Graduate Concentration for specific doctoral programs • Graduate Minor for any graduate program 	<ul style="list-style-type: none"> • Center for African Studies • Africana Reading Room (Center for African Studies) • Black Women, Gender & Families (Journal) • African Diaspora Archaeology Network and Newsletter • African American Research Center • Latino/Latina Studies Program • Office of Minority Student Affairs • Bruce D. Nesbitt African-American Cultural Center
14.	Duke University	Department of African and African American Studies	Department	Yes	Full & Joint	Certificate only	Houses the Center for African and African American Research	Certificate in African and African American Studies	<ul style="list-style-type: none"> • Center for African and African American Research

¹ Note: Dartmouth is the only Ivy League institution (of eight) that does not offer a doctoral degree program in Africana/African American Studies.

	Institution	Name	Unit Structure	Tenure/Promotion	Appointment	Graduate Studies	Status	Graduate Programs/ Certificates/ Minors	Resources
									<ul style="list-style-type: none"> • Karen Jean Hunt, Librarian for African and African American Studies • The Research Network on Racial and Ethnic Inequality
15.	Rutgers University	<ul style="list-style-type: none"> • Department of African American and African Studies (Newark College) • Department of Africana Studies (New Brunswick) 	Department	Yes	Full & Joint	No	Undergraduate major and minor only		Institute on Ethnicity, Culture and the Modern Experience
16	Ohio State University^	Department of African American and African Studies	Department	Yes	Full & Joint	Yes	MA only	<ul style="list-style-type: none"> • MA • Dual Degree Program 	<ul style="list-style-type: none"> • Frank W. Hale Black Cultural Center • Office of Diversity and Inclusion • Center for African Studies • Multicultural Center
17.	John Hopkins University	Center of Africana Studies	Center	No	Joint only	No	<ul style="list-style-type: none"> • Undergraduate Major and Minor only • Created center in 2004 		
18.	Harvard University	Department of African and African American Studies	Department	No	Joint only	Yes	Created graduate programs in 1999	<ul style="list-style-type: none"> • MA in African American Studies • MA in African Studies • PhD in African American Studies • PhD in African Studies • Secondary Field (equivalent to PhD Minor) 	<ul style="list-style-type: none"> • W. E. B. Du Bois Institute for African and African American Research • Committee on African Studies • Hiphop Archive
19.	University of Texas	African & African Diaspora Studies Department	Department	Yes	Full & Joint	Yes	Joint PhD with Anthropology & Doctoral Portfolio Program	<ul style="list-style-type: none"> • MA • PhD 	<ul style="list-style-type: none"> • Institute for Urban Policy Research and Analysis • John L. Warfield Center for African and African American Studies
20.	Temple University	Department of African American Studies	Department	Yes	Full & Joint	Yes	Established MA and PhD in 1988	<ul style="list-style-type: none"> • MA • PhD 	
21.	Brown University	Department of Africana Studies	Department	Yes	Full & Joint	Yes	Approved PhD program in 2007, admits began in 2011	<ul style="list-style-type: none"> • MA • PhD 	
22.	Michigan State University^	Department of African American and African Studies	Department	No	Joint only	Yes	Established MA and PhD programs in 2008	<ul style="list-style-type: none"> • MA • PhD 	<ul style="list-style-type: none"> • Sankofa Graduate Association • African Atlantic Research Team (AART)
23.	University of Virginia	Carter G. Woodson Institute for African-American and African Studies	Institute	No	Joint only	No	Undergraduate major and minor only		
24.	College of William & Mary	Africana Studies Program	Program	No	Affiliate only	No	<ul style="list-style-type: none"> • African American studies major initiated in 2009 • Undergraduate major and 		

	Institution	Name	Unit Structure	Tenure/Promotion	Appointment	Graduate Studies	Status	Graduate Programs/ Certificates/ Minors	Resources
							minor only		
25.	University of Washington	<ul style="list-style-type: none"> • No free-standing African American Studies unit • Department of American Ethnic Studies (African American Studies, Asian American Studies, Chicano/a Studies, and Comparative AES) 	Department	n/a	n/a	n/a	<ul style="list-style-type: none"> • Undergraduate major only • Diversity Minor Program 		

African American Studies at Washington Metropolitan Area Institutions

Added June 27, 2013

Institution	Name	Unit Structure	Tenure/Promotion	Appointment	Graduate Studies	Status	Graduate Programs/ Certificates/ Minors	Resources
Howard University	Department of Afro-American Studies	Department			No	Undergraduate major and minor only	Graduate Program in African Studies <ul style="list-style-type: none"> • MA • PhD 	African American Studies Resource Center
George Washington University	Africana Studies Program (The Columbian School of Arts and Sciences)	Program			No	Undergraduate major and minor only		<ul style="list-style-type: none"> • Africana Research Center (Special Collections Research Center in Gelman Library) • African Student Association • Black Student Union • Caribbean Student Association • Multicultural Student Services Association • Office for Diversity and Inclusion
Georgetown University	African American Studies Program	Program			No	<ul style="list-style-type: none"> • Program founded in 2003 • Undergraduate minor only 		
Morgan State University	<ul style="list-style-type: none"> • No free-standing African American Studies unit • Department of History & Geography 	Department			Yes	Undergraduate major and minor in General History or African/African-American History	M.A. in African-American Studies with History concentration	<ul style="list-style-type: none"> • Benjamin Quarles History Club • Phi Alpha Theta (National History Honors Society)
American University	African American and African Diaspora Studies Program	Program			No	Undergraduate minor only		
University of	African American Studies	Department	Yes	Full & Joint	No	• Undergraduate major and	Joint BA/MPM in African American	• Society of African American Studies

Institution	Name	Unit Structure	Tenure/Promotion	Appointment	Graduate Studies	Status	Graduate Programs/ Certificates/ Minors	Resources
Maryland, College Park	Department					certificate •Undergraduate Joint Minor in Black Women's Studies w/ Women's Studies Department	Studies and Public Management w/ School of Public Policy	<ul style="list-style-type: none"> • Harriet Tubman-Frederick Douglas Reading Room (departmental library) • Otis Chadley, Librarian for African American Studies (McKeldin Library) • Nyumburu Cultural Center
University of Wisconsin, Milwaukee	Africology Department	Department	Yes	Full & Joint	Yes	PhD program granted in 2008	PhD in Africology with two concentrations, 1) Political Economy and Public Policy, 2) Culture and Society: Africa and the African Diaspora	<ul style="list-style-type: none"> • Africology Club • Winston Van Horne Seminar Room

African American Studies at the Remaining Institutions of the Big Ten Conference

Added June 27, 2013

Institution	Name	Unit Structure	Tenure/Promotion	Appointment	Graduate Studies	Status	Graduate Programs/ Certificates/ Minors	Resources
University of Iowa	African American Studies Program	Program			Yes	Undergraduate major and minor only	MA in African American World Studies is not accepting students at this time	Midwest Cultural Think Tank
University of Nebraska-Lincoln	<ul style="list-style-type: none"> • No free-standing African American Studies unit • Institute for Ethnic Studies 	Institute			No	<ul style="list-style-type: none"> • African American and African Studies Program is one of three programs that make up the institute • Undergraduate minor only 		
Purdue University	African American Studies and Research Center	Center			No	Undergraduate major and minor only		<ul style="list-style-type: none"> • NOMMO: Power of the Word (Newsletter) • Black Cultural Center Library • Diversity Resources Office • Latino Cultural Center



University Senate TRANSMITTAL FORM

Senate Document #:	12-13-34
Title:	Revisions to the College of Computer, Mathematical, and Natural Sciences (CMNS) Plan of Organization
Presenter:	Devin Ellis Chair, Elections, Representation, & Governance (ERG) Committee
Date of SEC Review:	April 16, 2014
Date of Senate Review:	May 7, 2014
Voting (highlight one):	<ol style="list-style-type: none"> 1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	<p>The University of Maryland Plan of Organization mandates that all Colleges and Schools be governed by a Plan of Organization that conforms to the stipulations set forth in the University of Maryland Plan of Organization, Article 11. College and School Plans of Organization must be reviewed and approved by the University Senate for compliance. The Senate Elections, Representation, & Governance (ERG) Committee is the standing committee responsible for conducting these reviews. The Senate Faculty Affairs Committee (FAC) is responsible for reviewing the Appointment, Promotion, and Tenure (APT) Committee section of the Plan as part of the Senate review process. Any Plan of Organization under review that is determined not to be in compliance with the University of Maryland Plan of Organization, Article 11 is returned to the College or School for revision.</p> <p>The College of Computer, Mathematical, and Natural Sciences (CMNS) submitted its revised Plan of Organization to the University Senate for review in November 2012.</p>
Relevant Policy # & URL:	Plan of Organization for the University of Maryland, http://www.senate.umd.edu/governingdocs/Plan_of_Organization.pdf
Recommendation:	The ERG Committee recommends that the Senate approve the revised Plan of Organization of the College of Computer, Mathematical, and Natural Sciences.

<p>Committee Work:</p>	<p>The ERG Committee began its review of the CMNS Plan of Organization on December 14, 2012. It reviewed the history of the CMNS Plan and considered the revisions to the Plan since the College merger in 2010. The ERG Committee noted two small concerns, related to the lack of a table of contents and to how often the College Assembly meets. However, the committee felt CMNS had done a great deal of work to bring the Plan into compliance, and so it voted to approve the Plan and ask that these details be incorporated into the final version.</p> <p>The Faculty Affairs Committee reviewed the APT section of the Plan in February 2013, and identified two main concerns related to the role of the Associate Dean and the quorum of the APT Committee. The FAC communicated these concerns to the College, and CMNS returned a revised APT section in September 2013 that addressed these issues. The FAC subsequently approved the CMNS APT section.</p> <p>In addressing the concerns raised by the FAC, CMNS made additional changes to its Plan, and in September 2013, CMNS asked the ERG Committee to review the added revisions. The ERG Committee noted a few technical issues in the revised Plan, and identified a few concerns related to subgroups of the College Council and representation of research faculty on the College Council. In addition, the ERG Committee asked for additional explanation related to student councils and the membership of Merit Pay Committees.</p> <p>CMNS responded to the ERG Committee’s comments in March 2014. The ERG Committee reviewed the revised Plan and agreed that its concerns had been addressed appropriately, and it voted unanimously to approve the Plan.</p> <p>Following the approval by the ERG and Faculty Affairs Committees, the CMNS College Assembly voted to approve the revised Plan of Organization on April 7, 2014.</p>
<p>Alternatives:</p>	<p>The Senate could choose not to approve the revised CMNS Plan of Organization. CMNS would then be bound by its existing Plan of Organization.</p>
<p>Risks:</p>	<p>There are no associated risks.</p>
<p>Financial Implications:</p>	<p>There are no financial implications.</p>
<p>Further Approvals Required:</p>	<p>Senate approval, Presidential approval.</p>

Senate Elections, Representation, & Governance (ERG) Committee

Senate Document # 12-13-34

Revisions to the College of Computer, Mathematical and Natural Sciences (CMNS) Plan of Organization

April 2014

BACKGROUND

The University of Maryland Plan of Organization mandates that all Colleges and Schools be governed by a Plan of Organization that conforms to the stipulations set forth in Article 11 of the University of Maryland Plan of Organization. College and School Plans of Organization must be reviewed and approved by the University Senate for compliance. The Senate Elections, Representation, & Governance (ERG) Committee is the standing committee responsible for conducting these reviews. The Senate Faculty Affairs Committee is responsible for reviewing the Appointment, Promotion, and Tenure (APT) section of the Plan as part of the Senate review process. Any Plan of Organization under review that is determined not to be in compliance with the University of Maryland Plan of Organization, Article 11 is returned to the College or School for revision.

The current Plan of Organization for the College of Computer, Mathematical, and Natural Sciences (CMNS) was approved by the Senate in 2010 after the merger of the College of Life Sciences (CLFS) and the College of Computer, Mathematical, and Physical Sciences (CMPS). The Plan was approved as an interim measure, and CMNS was asked to revise and resubmit its Plan after full implementation of the merger. The College submitted its revised Plan of Organization to the University Senate for review in November 2012.

COMMITTEE WORK

The ERG Committee began its review of the CMNS Plan of Organization at its meeting on December 14, 2012 by noting the history of the revisions to the Plan. Upon the merger and reorganization of CMPS and CLFS into one College, a new Plan of Organization was needed in order for the new College to be in compliance with the University Plan of Organization. However, as the new College was likely to undergo many changes in the subsequent years, CMNS decided that rather than create a new Plan of Organization, it would expand the Plan of Organization of CMPS to serve as the Plan during the transition to the new College. The Senate ERG and Faculty Affairs Committees reviewed and approved the revised Plan of Organization, but the ERG Committee raised concerns regarding a few aspects of the revised Plan. The committee recommended that the Plan be approved, but also made a series of suggestions for improvements to the Plan and recommended that significant revisions be made after appointment of a new dean and full implementation of the merger. The Senate approved the CMNS Plan of Organization in October 2010 (see Senate Document #10-11-14 for more information).

In the fall of 2012, CMNS submitted a revised Plan of Organization to the Senate, which took into account the ERG Committee's previous comments. CMNS revised the membership of the College Council in response to concerns about the imbalance of constituency representation, the sections on Merit Pay Committees were revised to align with University policy, and the APT section of the Plan was revised to include the membership of the committee in the Plan while keeping the procedures of the

committee in a separate document. The revised Plan also included well-articulated rules for constituencies, and other practices that enhanced the spirit of shared governance in the College. In reviewing the Plan, the ERG Committee did note two small issues, in that the Plan did not include a table of contents and did not specify how often the College Assembly meets. Because these were minor concerns and because CMNS had already done a great deal of work to bring the Plan into compliance, the ERG Committee decided to vote to approve the Plan and ask that these details be incorporated into the final version prior to submission to the full Senate.

In tandem with the review by the ERG Committee, the Senate Faculty Affairs Committee (FAC) reviewed the APT section of the CMNS Plan of Organization for compliance with University policy. It reviewed the section of the Plan and the related CMNS APT Guidebook at its meeting on February 28, 2013, and identified two main concerns. In March 2013, Faculty Affairs Committee recommended to the College that the Plan be revised to formalize the role of the Associate Dean in the APT Committee's proceedings, and to address concerns related to the quorum of the APT Committee. CMNS deliberated on the FAC's comments, and presented a revised section in September 2013 that addressed these issues. The Faculty Affairs Committee subsequently approved the APT section and guidebook.

In the process of addressing the comments from FAC, CMNS found it needed to make additional changes to its Plan of Organization. It asked that the ERG Committee reconsider its revised Plan in September 2013. The ERG Committee reviewed the revised Plan, and identified a few additional concerns. The committee noted a few technical issues, such as areas in which the Plan referred to bodies that had not yet been established in the document, and sections that referred to University policy without providing specific notation of the appropriate policy number. The committee also raised concerns related to the ability of the College Council to convene subgroups, and with the representation of research faculty on the College Council. In addition, the committee asked for more explanation related to the Graduate Student Council, the Undergraduate Student Advisory Board, and the membership of the Merit Pay Committees. CMNS considered the committee's comments, and submitted a revised Plan in March 2014.

The ERG Committee reviewed the newly-revised Plan of Organization at its meeting on March 14, 2014. The committee met with a representative of the College, who discussed the most recent changes. After discussion, the ERG Committee agreed that its concerns had been addressed appropriately in the revised Plan, and voted unanimously to approve the Plan.

Following the approval of the ERG and Faculty Affairs Committees, CMNS presented the revised Plan of Organization to its College Assembly for final approval. The CMNS College Assembly voted to approve the Plan of Organization on April 7, 2014.

RECOMMENDATION

The ERG Committee recommends that the Senate approve the revised Plan of Organization for the College of Computer, Mathematical, and Natural Sciences.

APPENDICES

Appendix 1 – Revised 2014 CMNS Plan of Organization

Appendix 2 – 2010 CMNS Plan of Organization

**PLAN OF ORGANIZATION
FOR THE COLLEGE OF COMPUTER,
MATHEMATICAL, AND NATURAL SCIENCES**

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**PLAN OF ORGANIZATION
FOR THE COLLEGE OF COMPUTER,
MATHEMATICAL AND NATURAL SCIENCES**

Amended September 20, 2010 by approval of the Chancellor of USM

**PLAN OF ORGANIZATION
COLLEGE OF COMPUTER, MATHEMATICAL, AND NATURAL SCIENCES**

I. Preamble

The purpose of this Plan of Organization is to specify a framework for the effective governance of the College of Computer, Mathematical, and Natural Sciences (CMNS). Structures and organizations are defined which allow the views of members of the College to be communicated to the Dean, and which allow the Dean easily to receive the advice of the College community. These structures will also serve to enhance the flow of ideas among units of the College.

II. Mission

A. EDUCATION: To provide the best education possible for undergraduate and graduate students who enroll in courses offered by the College. This includes majors and non-majors among undergraduates, and both formal course work and independent study activity for both undergraduates and graduate students. An important aspect of good education is the effective counseling of students.

B. RESEARCH: To encourage and cultivate research activities which will expand the frontiers of knowledge in all areas of expertise of the College, and to make the experience of research a part of education in this College, to the extent possible.

C. SERVICE: To serve the Campus and the wider community where the particular expertise of members of CMNS may be useful. As examples, this might include cooperation with schools in the community, with community businesses requiring technical help, or with local or state governmental organizations.

III. CMNS Units

The College of CMNS comprises academic departments and self-contained research units (in which the training of graduate students is also understood to be an essential activity). For the purposes of this plan, these will all be referred to as units. The units of CMNS currently are:

A. ACADEMIC DEPARTMENTS:

1. Department of Astronomy (ASTR)
2. Department of Atmospheric and Oceanic Science (AOSC)

3. Department of Biology (BIOL)
4. Department of Cell Biology and Molecular Genetics (CBMG)
5. Department of Chemistry and Biochemistry (CHEM)
6. Department of Computer Science (CMSC)
7. Department of Entomology (ENTM)
8. Department of Geology (GEOL)
9. Department of Mathematics (MATH)
10. Department of Physics (PHYS)

B. RESEARCH UNITS:

1. Center for Scientific Computation and Mathematical Modeling (CSCAMM)
2. Earth System Science Interdisciplinary Center (ESSIC)
3. Institute for Physical Sciences and Technology (IPST)
4. Institute for Research in Electronics and Applied Physics (IREAP)
5. Maryland Pathogen Research Institute (MPRI)
6. University of Maryland Institute for Advanced Computer Studies (UMIACS)
7. National Socio-Environmental Synthesis Center (SESYNC)

IV. Administration of the College

A. DEAN: The chief officer of the College is the Dean, who has overall responsibility for College activities including the budget, educational programs, research operations, and personnel.

B. ASSISTANT AND ASSOCIATE DEANS: The Dean may appoint Assistant or Associate Deans who serve at the Dean's pleasure. In filling these positions, the Dean shall ensure substantial input from the CMNS community. For the purposes of this plan, one Associate Dean shall have responsibility for Faculty Affairs, and this individual shall be a tenured faculty member in CMNS.

C. ADMINISTRATIVE COUNCIL: The Administrative Council (AC) shall consist of the Dean, the chairs and directors of the several units, and those members of the Dean's staff whom the Dean may choose to appoint. At the request of the AC, the Dean may occasionally appoint other members of CMNS to serve on it. The Dean shall chair the AC.

The Administrative Council shall meet regularly to discuss all matters of concern to the College and shall advise the Dean on such matters. It shall be a forum for resolving questions of administrative policy, and for identifying issues to be referred to other standing committees of the College, or to the College Council (as outlined in Article VII), as appropriate.

V. Administration of the Units

A. ADMINISTRATOR: Each unit shall have a chair or director, who is appointed by the Dean, subject to approval by higher administration, and serves at the pleasure of the Dean. The

choice of chair or director shall be made following a search process in which there is substantial involvement of the faculty, staff, and students of the unit. The chair or director has overall responsibility for unit operations, including authority over personnel actions and the budget. The chair or director shall be appointed for a fixed term no longer than five years, shall be eligible for reappointment, and shall be reviewed according to Campus procedures (UM Policy I-6.00(C)) at regular designated intervals by a committee appointed by the Dean.

B. PLAN OF ORGANIZATION: Each unit of the College shall have a Plan of Organization, which shall be subject to the approval of the College Council (as outlined in Article VII). The approved plan, and any subsequent amendments to it, shall be kept on file at the CMNS Dean's office.

C. GOVERNANCE: Each unit's Plan of Organization must include substantial participation of its faculty, students, and staff in unit governance. The definition of "faculty" includes all those who hold a full-time permanent appointment at the rank of Assistant Professor, Associate Professor, or Professor, or at an approved faculty rank parallel to one of these. Research Scientists, Research Professors, and Research Engineers of all ranks are included in this definition, as are Research Associates, Lecturers, and Senior Lecturers. For governance purposes, a research unit shall include in its roster any formally affiliated UMD faculty and students, despite any other membership these faculty or students may have in an Academic Department or Program.

D. UNIT MERIT PAY COMMITTEES: Each unit will establish a merit pay/salary committee according to the Unit's Plan of Organization, consistent with the University policy (UM Policy VII-4.00(A)). The committee will assist the unit head in determining merit pay according to current campus distribution guidelines.

VI. College Assembly

The College Assembly is defined as all faculty and staff employed in the College, and includes the members of the Graduate Student Council (as outlined in VII.C.3) and the members of the Undergraduate Student Advisory Board (as outlined in VII.C.4). The College Assembly will meet once each year.

VII. College Council

There shall be an elected College Council, representing faculty, students, and staff of the College.

A. PURPOSE: The College Council shall meet at least once per semester to discuss matters of concern to the College and shall advise the Dean on such matters. In particular, among possible other activities, the Council may:

1. Advise the Dean on policy matters when the Dean requests such advice.

2. Respond to issues of College-wide concern raised by members of the College, and make recommendations to the Dean where appropriate.
3. Discuss College interests in matters being considered by the University Senate, or by other Campus- or System-wide bodies, and make recommendations to College representatives on these bodies, or to the bodies themselves, where appropriate.
4. Establish grievance procedures for the College as necessary to implement UMD policy.
5. Recommend panels of candidates from whom University level administrators may appoint representatives to participate in the search for the Dean or a unit leader, and unit and college review committees.
6. Approve changes to the Bylaws of the CMNS Plan of Organization. Recommend changes to the Plan of Organization, and organize referenda to ratify such changes.

B. RELATION OF THE COLLEGE COUNCIL AND THE DEAN:

1. Administrative and financial: The Dean's office shall provide reasonable administrative and financial support for Council activities. The Dean's office shall provide the Council with information it may need to carry out its responsibilities, subject to legal and other requirements of confidentiality.
2. Communication: The Dean shall respond promptly and in writing to all formal recommendations of the Council. In particular, the Dean shall explain in detail the reasons for any decision not to accept a Council recommendation.

C. MEMBERSHIP OF THE COLLEGE COUNCIL: Councilors shall be chosen from all constituencies of the College as described below. Except as explicitly stated in Paragraph VII.C.2 below, all Councilors shall have an equal vote in the Council.

1. Faculty Councilors: Each academic department of the College shall elect one tenured or tenure-track faculty member or lecturer/instructor in accordance with the rules of the unit as specified in the unit's Plan of Organization.
2. Faculty Administrator: There shall be one representative from the CMNS Administrative Council selected by the Dean who will be an ex-officio, non-voting member of the College Council.
3. Graduate Student Councilor: There shall be a Graduate Student Council with at least one graduate student representative from each program administered in the college. The administrative units shall define the election process for their representative or representatives, as some units manage more than one program. The members of the Graduate Student Council shall elect one representative from among themselves to be a member of the College Council.

4. Undergraduate Student Councilor: There shall be an Undergraduate Student Advisory Board (SAB) with an undergraduate representative from each academic department. The SAB will define the process for choosing representatives from the departments. The members of the SAB shall elect one representative from among themselves to be a member of the College Council.

5. Staff Councilors: There shall be two Staff Councilors (one exempt and one non-exempt) on the College Council. The staff councilors shall be elected at-large from the college staff.

6. Research Faculty Councilors: Two Faculty Councilors with duties primarily in research (as described in UM Policy II-1.00(A) section I. B.) shall be elected at-large from the college.

D. TERMS OF OFFICE FOR COUNCILORS:

1. Faculty, Staff, and Research Faculty Councilors: Shall serve two-year terms, and may succeed themselves in office, not to exceed two terms.

2. Graduate and Undergraduate Student Councilors: Shall serve a one-year term, and may succeed themselves in office, not to exceed two terms.

E. OFFICERS OF THE COLLEGE COUNCIL: The Council shall elect a chair and a Vice-Chair from among all Councilors with voting privileges.

F. MEETINGS OF THE COLLEGE COUNCIL: The Council Chair or Dean shall call meetings as needed. Council officers shall be elected at the first meeting of the academic year

VIII. Campus Senate and Standing Committees of the College

A. CAMPUS SENATE: CMNS Members of the University Senate shall be elected according to the procedures set forth in the Plan of Organization for the University of Maryland, College Park and the unit's Plan of Organization.

B. APPOINTMENTS, PROMOTION, AND TENURE (APT) COMMITTEE: The APT Committee advises the Dean on proposed appointments and promotions to the ranks of Associate and Full Professor. The APT Committee shall also advise the Dean on procedural and policy matters pertaining to appointments, rank, and tenure. These policies shall conform at all times to stated policies of the University. Policies specific to the College of CMNS shall be stated in writing and made available to all interested parties. The policies governing the College APT Committee are as prescribed in the College APT Policy and spelled out in the CMNS APT Policy Guidebook.

Membership: The APT Committee will consist of ten full professors, one selected by the Dean from each academic department in the college. Each department shall normally submit two names of individuals to the Dean for consideration as Committee members. The term of appointment of voting members is normally two years with five new members selected each year.

Each year the members will select a chair and co-chair who will serve for one year. The Dean will be a non-voting member of the Committee. The Committee will be staffed by the Associate Dean for Faculty Affairs.

C. PROGRAMS, CURRICULA, AND COURSES (PCC) COMMITTEE: The PCC Committee reviews and makes recommendations to the Dean on all proposals for new programs, curricula, and courses, or for substantial changes in existing programs, curricula, or courses. The establishment, or substantial modification of Centers, Institutes, Laboratories (whether internal or external to existing units) shall also be reviewed for its impact on academic programs. The Committee, in making its recommendations, shall consider the soundness of the proposal, assurance of non-duplication, and conformity with established priorities, goals, and existing regulations.

1. **Membership:** The College PCC Committee shall consist of one member from each of the academic departments of the College. Members shall be chosen as specified in each unit's Plan of Organization.
2. **Term of Membership:** Members serve a two-year term, which is renewable. If a Committee member is unable to serve during part of his or her term, the chair or director of the corresponding unit shall appoint an alternate to serve during the period of unavailability.
3. **Meetings:** The College PCC Committee shall meet as needed to review proposals submitted to the committee.

D. MERIT PAY COMMITTEE: The Dean shall establish a Merit Pay Committee. The committee will assist the Dean in determining merit pay for faculty administrators and staff appointed in the College (not in the units) according to current campus distribution guidelines.

IX. Ad Hoc Committees of the College

Ad Hoc Committees may be formed by the Dean, by the Administrative Council, or by the Chair of the College Council, for specific purposes.

X. Amendments to the Plan and Bylaws

A. PLAN AMENDMENTS: Amendments to this Plan may be proposed by members of the College Council, or by petition signed by at least 30 members of the College Assembly. Proposed amendments must be circulated in writing to all Councilors at least 24 hours prior to the meeting. Council approval of any proposed amendment requires a positive vote of 2/3 of those voting, which must also be a positive vote of half the full voting membership of the Council. Amendments approved by the Council shall be submitted to a referendum of the College Assembly. Approval of the amendment requires a 2/3 positive vote of those Faculty members of the College Assembly who choose to vote, and also a 2/3 majority

either of Student members of the College Assembly voting, or of Staff members of the College Assembly voting.

B. BYLAWS: Bylaws to this Plan may be created or amended by the College Council. Any change of Bylaws requires a positive vote of 2/3 of those present, which must also be a positive vote of half the full voting membership of the Council. Bylaw changes may also be approved by email ballot, in which case the 2/3 requirement becomes 2/3 of those actually voting.

XI. Review of the Plan

A. Not more than ten years after approval of the Plan, the College Council shall perform a full review of the Plan and its Bylaws, in accordance with the policies set forth in the Plan of Organization for the University of Maryland, College Park.



PLAN OF ORGANIZATION
FOR THE COLLEGE OF COMPUTER,
MATHEMATICAL AND NATURAL SCIENCES

(Revised by Committee 12/21/95)

Corrections as of 3/29/96

Amended September 20, 2010 by approval of the
Chancellor of USM

PLAN OF ORGANIZATION
COLLEGE OF COMPUTER, MATHEMATICAL, AND Natural SCIENCES

I. Preamble

The purpose of this Plan of Organization is to specify a framework for the effective governance of the College of Computer, Mathematical, and Natural Sciences (CMNS). Structures and organizations are defined which allow the views of members of the College to be communicated to the Dean, and which allow the Dean easily to receive the advice of the College community. These structures will also serve to enhance the flow of ideas among units of the College.

II. Mission

A. *EDUCATION*: To provide the best education possible for undergraduate and graduate students who enroll in courses offered by the College. This includes majors and non-majors among undergraduates, and both formal course work and independent study activity for both undergraduates and graduate students. An important aspect of good education is the effective counseling of students.

B. *RESEARCH*: To encourage and cultivate research activities which will expand the frontiers of knowledge in all areas of expertise of the College, and to make the experience of research a part of education in this College, to the extent possible.

C. *SERVICE*: To serve the Campus and the wider community where the particular expertise of members of CMNS may be useful. As examples, this might include cooperation with schools in the community, with community businesses requiring technical help, or with local or state governmental organizations.

III. CMPS Units

The College of CMNS comprises academic departments and programs (defined as those units which have the authority to grant undergraduate and/or graduate degrees) and self-contained research units (in which the training of graduate students is also understood to be an essential activity). For the purposes of this plan, these will all be referred to as units. The units of CMNS currently are:

ACADEMIC DEPARTMENTS:

1. Department of Astronomy (ASTR)
2. Department of Atmospheric and Oceanic Science (AOSC)
3. Department of Biology (BIOL)
4. Department of Cell Biology and Molecular Genetics (CBMG)
5. Department of Chemistry and Biochemistry (CHEM)
6. Department of Computer Science (CMSC)
7. Department of Entomology (ENTM)
7. Department of Geology (GEOL)
8. Department of Mathematics (MATH)
9. Department of Physics (PHYS)

RESEARCH UNITS:

1. Center for Scientific Computation and Mathematical Modeling (CSCAMM)
2. Earth System Science Interdisciplinary Center (ESSIC)
3. Institute for Physical Sciences and Technology (IPST)
4. Institute for Research in Electronics and Applied Physics (IREAP)
5. Maryland Pathogen Research Institute (MPRI)
6. University of Maryland Institute for Advanced Computer Studies (UMIACS)

IV. Administration of the College

A. *DEAN*: The chief officer of the College is the Dean, who has overall responsibility for College activities including the budget, educational programs, research operations, and personnel.

B. *ASSISTANT AND ASSOCIATE DEANS*: The Dean may appoint Assistant or Associate Deans who serve at the Dean's pleasure. In filling these positions, the Dean shall ensure substantial input from the CMNS community. For the purposes of this plan, one Associate Dean shall be designated as Associate Dean for Academic Affairs, and this individual shall be a tenured faculty member in CMNS.

C. *ADMINISTRATIVE COUNCIL*: The Administrative Council (AC) shall consist of the Dean, the chairs and directors of the several units, and those members of the Dean's staff whom the Dean may choose to appoint. At the request of the AC, the Dean may occasionally appoint other members of CMNS to serve on it. The Dean shall chair the AC.

The Administrative Council shall meet regularly to discuss all matters of concern to the College and shall advise the Dean on such matters. It shall be a forum for resolving questions of administrative policy, and for identifying issues to be referred to other standing committees of the College, or to the College Council, as appropriate.

V. Administration of the Units

A. *ADMINISTRATOR*: Each unit shall have a chair or director, who is appointed by the Dean, subject to approval by higher administration, and serves at the pleasure of the Dean. The choice of chair or director shall be made following a search process in which there is substantial involvement of the faculty, staff, and students of the unit. The chair or director has overall responsibility for unit operations, including authority over personnel actions and the budget. The chair or director shall serve for fixed terms and no longer than five years, be eligible for reappointment, and be reviewed at regular designated intervals by a committee appointed by the Dean.

B. *PLAN OF ORGANIZATION*: Each unit of the College shall have a Plan of Organization, which shall be subject to the approval of the College Council. The approved plan, and any subsequent amendments to it, shall be kept on file at the CMNS Dean's office.

C. *GOVERNANCE*: Each unit's Plan of Organization must include substantial participation of its faculty, students, and staff in unit governance. The definition of "faculty" includes all those who hold a full-time permanent appointment at the rank of Assistant, Associate, or Full Professor, or at an approved faculty rank parallel to one of these. Research Scientists of all ranks are included in this definition, as are Research Professors and Research Associates. For governance purposes, a research unit shall include in its roster any formally affiliated UMCP faculty and students, despite any other membership these faculty or students may have in an Academic Department or Program.

VI. College Assembly

The College Assembly is defined as all faculty and staff employed in the College. The Assembly includes all graduate students whose primary advisor is a member of the Assembly, and all undergraduate students whose primary major is in one of the departments of the College. The College Assembly is comprised of a Faculty Assembly, a Staff Assembly, and a Student Assembly, whose members are respectively the faculty, staff and student members of the Assembly.

VII. College Council

There shall be an elected College Council, representing faculty, students, and staff of the College.

A. *PURPOSE*: The College Council shall meet regularly to discuss matters of concern to the College and shall advise the Dean on such matters. In particular, among possible other activities, the Council may:

1. Advise the Dean on policy matters when the Dean requests such advice.
2. Respond to issues of College-wide concern raised by members of the College, and make recommendations to the Dean where appropriate.
3. Discuss College interests in matters being considered by the College Park Senate, or by other Campus- or System-wide bodies, and make recommendations to College representatives on these bodies, or to the bodies themselves, where appropriate.
4. Establish grievance procedures for the College as necessary to implement UMCP policy.
5. Recommend panels of candidates for Dean's search committees, or for committees reviewing the performance of the Dean's office.
6. Approve changes to the Bylaws of the CMNS Plan of Organization. Recommend changes to the Plan of Organization, and organize referenda to ratify such changes.

B. *RELATION OF THE COLLEGE COUNCIL AND THE DEAN*:

1. *Administrative and financial*: The Dean's office shall provide reasonable administrative and financial support for Council activities. The Dean's office shall endeavor to provide the Council with information it may need to carry out its responsibilities, subject to legal and other requirements of confidentiality.

2. *Communication*: The Dean shall respond promptly and in writing to all formal recommendations of the Council. In particular, the Dean shall explain in detail the reasons for any decision not to accept a Council recommendation.

3. Advice: The Dean shall have the authority to convene any subgroup of the Council (e.g., a faculty caucus, or a student or staff caucus) to exchange information, or to solicit advice on matters of particular concern to that subgroup.

C. *MEMBERSHIP OF THE COLLEGE COUNCIL*: Councilors shall be chosen from all constituencies of the College as described below. Except as explicitly stated in Paragraph #2, all Councilors shall have equal vote in the Council.

1. Faculty Councilors: Each unit of the College shall elect one tenured or tenure-track faculty member in accordance with the rules of the unit as specified in the units Plan of Organization.

2. Faculty Administrator Councilors: Shall be all members of the CMNS Administrative Council. Faculty Administrator Councilors shall have no vote in the Council by sole virtue of their Administrative Council membership.

3. Graduate Student Councilors: There shall be one Graduate Student Councilor. Each unit shall elect a student representative to a graduate student caucus. The caucus will elect the Graduate Student Councilor.

4. Undergraduate Student Councilors: There shall be one Undergraduate Student Councilor. Each unit shall elect a student representative to an undergraduate caucus. The caucus will elect the Undergraduate Student Councilor.

5. Staff Councilors: There shall be one Staff Councilor. Each unit shall elect a staff representative to a staff caucus. The caucus will elect the Staff Councilor.

6. Research Scientist Councilors: There shall be one Research Scientist Councilor. Units with Research Scientists may elect one research scientist representative to a research scientist caucus. The caucus will elect the Research Scientist Councilor.

D. *TERMS OF OFFICE FOR COUNCILORS*:

1. Faculty Councilors: Shall serve two-year terms, and may succeed themselves in office.

2. Graduate and Undergraduate Student Councilors: Shall serve one-year terms, and may succeed themselves in office.

3. Staff Councilors: Shall serve two-year terms, and may succeed themselves in office.

4. Research Scientist Councilors: Shall serve two years, and may succeed themselves in office.

E. *OFFICERS OF THE COLLEGE COUNCIL*: The Council shall elect a chair and a Vice-Chair from among all Councilors with voting privileges.

F. *MEETINGS OF THE COLLEGE COUNCIL*: The Council Chair or Dean shall call at least one regular meeting in each semester, with additional meetings as required. The first items of business at the first meeting of each academic year shall be the election of Council officers, followed by the Dean's presentation of a report on the State of the College.

G. *EXECUTIVE COMMITTEE*: The Executive Committee is comprised of the Officers of the Council and two elected Councilors. The Executive Committee shall set times and agendas for all meetings of the College Council. It shall act for the Council as an Advisory Committee for the Dean in the interval between meetings, supervise elections in the College and call meetings of the Council.

VIII. Campus Senate and Standing Committees of the College

A. *CAMPUS SENATE*: CMNS Members of the Campus Senate shall be elected according to the procedures set forth in the Plan of Organization for the College Park Campus and the unit Plan of Organization.

B. *APPOINTMENTS, PROMOTION, AND TENURE COMMITTEE (APT)*: The APT Committee advises the Dean on proposed appointments and promotions to the ranks of Associate and Full Professor, and Associate and Senior Research Scientist, Engineer, or Scholar. The APT Committee shall also advise the Dean on procedural and policy matters pertaining to appointments, rank, and tenure. These policies shall conform at all times to stated policies of the University. Policies specific to the College of CMPS shall be stated in writing and made available to all interested parties. The membership and policies governing the College APT Committee are as prescribed in the College APT Policy.

C. *PROGRAMS, CURRICULA, AND COURSES COMMITTEE (PCC)*: The PCC Committee reviews and makes recommendations to the Dean on all proposals for new programs, curricula, and courses, or for

substantial changes in existing programs, curricula, or courses. The establishment, or substantial modification of Centers, Institutes, Laboratories (whether internal or external to existing units) shall also be reviewed for its impact on academic programs. The Committee, in making its recommendations, shall consider the soundness of the proposal, assurance of non-duplication, and conformity with established priorities, goals, and existing regulations.

1. Membership: The College PCC Committee shall consist of one member from each of the academic units of the College. Members shall be chosen as specified in each unit's Plan of Organization.

2. Term of Membership: Members serve a two-year term, which is renewable. If a Committee member is unable to serve during part of his or her term, the chair or director of the corresponding unit shall appoint an alternate to serve during the period of unavailability.

IX. Ad Hoc Committees of the College

Ad Hoc Committees may be formed by the Dean, by the Administrative Council, or by the College Council, for specific purposes.

X. Amendments to the Plan and Bylaws

A. *PLAN AMENDMENTS*: Amendments to this Plan may be proposed by members of the College Council, or by petition signed by at least 30 full time members of the College Assembly. Proposed amendments must be circulated in writing to all Councilors at least 24 hours prior to the meeting. Council approval of any proposed amendment requires a positive vote of 2/3 of those voting, which must also be a positive vote of half the full voting membership of the Council. Amendments approved by the Council shall be submitted to a referendum of the College Assembly. Approval of the amendment requires a 2/3 positive vote of those members of the Faculty Assembly who choose to vote, and also a 2/3 majority either of Student Assembly voting, or of Staff Assembly voting.

B. *BYLAWS*: Bylaws to this Plan may be created or amended by the College Council. Any change of Bylaws requires a positive vote of 2/3 of those present, which must also be a positive vote of half the full voting membership of the Council. Bylaw changes

may also be approved by mail ballot, in which case the 2/3 requirement becomes 2/3 of those actually voting.

XI. Review of the Plan

A. Not more than four years after approval of the Plan, the College Council shall perform a full review of the Plan and its Bylaws, in accordance with the policies set forth in the College Park Plan of Organization.



University Senate TRANSMITTAL FORM

Senate Document #:	11-12-41
Title:	Revisions to the School of Architecture, Planning, and Preservation (ARCH) Plan of Organization
Presenter:	Devin Ellis Chair, Elections, Representation, & Governance (ERG) Committee
Date of SEC Review:	April 16, 2014
Date of Senate Review:	May 7, 2014
Voting (highlight one):	<ol style="list-style-type: none"> 1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	<p>The University of Maryland Plan of Organization mandates that all Colleges and Schools be governed by a Plan of Organization that conforms to the stipulations set forth in the University of Maryland Plan of Organization. College and School Plans of Organization must be reviewed and approved by the University Senate for compliance. The Senate Elections, Representation, & Governance (ERG) Committee is the standing committee responsible for conducting these reviews. The Senate Faculty Affairs Committee (FAC) is responsible for reviewing the Appointment, Promotion, and Tenure (APT) Committee section of the Plan as part of the Senate review process. Any Plan of Organization under review that is determined not to be in compliance with the University of Maryland Plan of Organization, Article 11 is returned to the College or School for revision.</p> <p>The School of Architecture, Planning, and Preservation (ARCH) submitted its revised Plan of Organization to the University Senate for review in June 2011.</p>
Relevant Policy # & URL:	Plan of Organization for the University of Maryland, http://www.senate.umd.edu/governingdocs/Plan_of_Organization.pdf
Recommendation:	The ERG Committee recommends that the Senate approve the revised Plan of Organization of the School of Architecture, Planning, and Preservation (ARCH).
Committee Work:	The ERG Committee began its review of the ARCH Plan of Organization in October 2011. It reviewed the ARCH Plan and sent its comments to

	<p>the School. ARCH submitted a revised Plan in response to ERG’s comments in early 2012. The ERG Committee reviewed the newly-revised Plan, and voted to approve the revised Plan on May 14, 2012.</p> <p>The Faculty Affairs Committee reviewed the APT section of the Plan in May 2012, and outlined broad concerns related to discrepancies in terminology and other issues. The FAC presented its suggestions to ARCH and suggested that the School consult University policy to ensure that the Plan was in compliance with recent policy revisions.</p> <p>During 2012-2013, ARCH substantially revised its Plan of Organization. ARCH returned a revised APT section to the FAC in September 2013 for review. The FAC noted a few structural and substantive concerns on the section, and sent its comments back to ARCH in October 2013. The FAC reviewed a revised APT section in February and March 2014, at which point the committee agreed that its concerns had been appropriately addressed. The FAC approved the APT section, and sent ARCH additional suggestions for consideration.</p> <p>In February 2014, the ERG Committee reviewed a revised ARCH Plan. The committee discussed at length the faculty constituency definitions, and identified questions on their alignment with University policy. The committee also made comments on sections related to faculty workload distribution plans and the quorum of the School Assembly. The committee sent its suggestions to ARCH, and received a newly-revised Plan of Organization in March 2014. The ERG Committee made further suggestions on the language of the workload distribution section of the Plan, but agreed that its substantive concerns had been adequately addressed in the revisions. The ERG Committee voted unanimously to approve the Plan contingent upon the requested change in the workload distribution section being made.</p> <p>Following the approval by the ERG and Faculty Affairs Committees, the ARCH School Assembly voted to approve the revised Plan of Organization on March 31, 2014.</p>
Alternatives:	The Senate could choose not to approve the revised ARCH Plan of Organization. ARCH would then be bound by its existing Plan of Organization.
Risks:	There are no associated risks.
Financial Implications:	There are no financial implications.
Further Approvals Required:	Senate approval, Presidential approval.

Senate Elections, Representation, & Governance (ERG) Committee

Senate Document # 11-12-41

Revisions to the School of Architecture, Planning, and Preservation (ARCH) Plan of Organization

April 2014

BACKGROUND

The University of Maryland Plan of Organization mandates that all Colleges and Schools be governed by a Plan of Organization that conforms to the stipulations set forth in Article 11 of the University of Maryland Plan of Organization. College and School Plans of Organization must be reviewed and approved by the University Senate for compliance. The Senate Elections, Representation, & Governance (ERG) Committee is the standing committee responsible for conducting these reviews. The Senate Faculty Affairs Committee (FAC) is responsible for reviewing the Appointment, Promotion, and Tenure (APT) Committee section of the Plan as part of the Senate review process. Any Plan of Organization under review that is determined not to be in compliance with Article 11 of the University of Maryland Plan of Organization is returned to the College or School for revision.

The School of Architecture, Planning, and Preservation (ARCH) submitted its revised Plan of Organization to the University Senate for review in June 2011.

COMMITTEE WORK

The ERG Committee began its review of the ARCH Plan of Organization in the fall of 2011. The committee reviewed the Plan in detail in October, and transmitted its comments to ARCH for review. ARCH reviewed the committee's comments and submitted a revised Plan in early 2012. The ERG Committee reviewed the newly-revised Plan in April, and voted electronically to approve the revised Plan on May 14, 2012.

In parallel with the review by the ERG Committee, the Faculty Affairs Committee (FAC) also completed a preliminary review of the APT section of the Plan in May 2012. The FAC reviewed the section, and pointed out discrepancies in the use of terminology referring to different faculty constituencies. It raised concerns related to the expectations for non-tenure track (NTT) faculty, and suggested consulting University policy to ensure that the Plan of Organization was in compliance with recent policy revisions.

In the 2012-2013 academic year, ARCH substantially revised its Plan of Organization and APT section to address concerns within the School related to the membership and procedures of the School Assembly and specific committees, and to respond to the FAC's comments on the APT section. After a great deal of revision, ARCH returned a revised APT section to the FAC in September 2013 for review. The FAC reviewed the section and a related document outlining the procedures and guidelines followed by the APT Committee. In its review, the FAC noted a few structural concerns related to the procedures and guidelines document. While the document was quite detailed, the FAC felt its contents could be more clearly organized, and made various suggestions to reorder the information provided. The FAC also made a few substantive recommendations, related to the procedures of the initial advisory subcommittee and the responsibilities of the APT Committee chair. The FAC sent its suggestions to ARCH in October 2013.

The FAC reviewed a revised APT section in February and March 2014. The revised section had been restructured as the FAC had previously suggested, and the committee agreed that it was much improved as a result. In reviewing the section, the FAC noted a few minor technical changes to be made, but felt that ARCH had addressed its substantive concerns appropriately in the revision. Therefore, the FAC approved the APT section, and sent ARCH a few additional suggestions for the School to consider as it finalized the document prior to further approval.

Also in February 2014, ARCH submitted a revised Plan of Organization to the ERG Committee for review. The ERG Committee reviewed the revisions to the Plan at its meeting on February 21, 2014, and raised structural and substantive concerns. The committee discussed at length the definitions in the revised Plan related to NTT faculty constituencies, and raised concerns on the alignment of faculty definitions with University policy. The committee also pointed out inconsistent terminology within the Plan, which caused confusion in identifying to which constituency certain provisions applied. In reviewing the organization of the Plan, the committee suggested that the constituency definitions be moved to the beginning of the Plan, and that consistent terminology be used throughout.

In reviewing the revised Plan, the ERG Committee also identified concerns with the stipulations related to faculty workload distribution plans. Members suggested that ARCH should review University and USM policy guidance on the appropriate weighting of workload for faculty. In relation to NTT faculty, the ERG Committee pointed out that while the ARCH Plan requires all faculty to have at least five percent level of effort in service activity, NTT faculty who are wholly funded on grant money may not be able to participate in service because of the restrictions of the grant. The committee requested that ARCH create an exception to the service requirement for these faculty.

The ERG Committee also discussed the quorum of the School Assembly and recognized that while the formula used to calculate quorum is unusual, the intent was to allow all NTT faculty to be members of the Assembly and vote. However, since these faculty often have difficulty in committing to attend Assembly meetings because of other commitments, ARCH determined that they should not be included in calculating a quorum. The ERG Committee agreed with the intent of the quorum provision, and made suggestions on revised language to make the provision more clear. After additional discussion, the committee voted unanimously to send its suggestions back to ARCH.

The ERG Committee received a response from ARCH in March 2014, and reviewed a newly-revised Plan of Organization at its meeting on March 14, 2014. The committee reviewed the provision on the service requirement in workload distribution plans in detail, and suggested further revisions. After discussion, the ERG Committee agreed that all of its other concerns had been addressed appropriately in the revised Plan, and voted unanimously to approve the Plan contingent upon the requested change in the workload distribution section being made.

Following the approval of the ERG and Faculty Affairs Committees, ARCH presented the revised Plan of Organization to its School Assembly for final approval. The Assembly voted to approve the Plan of Organization on March 31, 2014.

RECOMMENDATION

The ERG Committee recommends that the Senate approve the revised Plan of Organization of the School of Architecture, Planning, and Preservation (ARCH).

APPENDICES

Appendix 1 – Revised 2014 ARCH Plan of Organization

Appendix 2 – 2002 ARCH Plan of Organization

APPENDIX 1 - REVISED 2014 ARCH PLAN OF ORGANIZATION

UNIVERSITY OF MARYLAND SCHOOL OF ARCHITECTURE, PLANNING AND PRESERVATION PLAN OF ORGANIZATION

ADOPTED
March 31, 2014

PREAMBLE

The Plan of Organization for the School of Architecture, Planning, and Preservation establishes the framework for the School to fulfill its mission in an orderly and fair manner with due regard to shared governance, including rights, responsibilities and participation by the entire School community. The Plan addresses specific details of the School's organization and is designed to be consistent with the policies, procedures and regulations of the University of Maryland, College Park. The Plan establishes a structure that is expected to enhance excellence, transparency and collegiality, as well as the efficiency and effectiveness, of the School. It creates a framework for facilitating cooperation and collaboration of the entire School community in advancing the mission of the School.

ARTICLE I NAME AND DEFINITIONS

1.1 School. The name of the unit shall be the "School of Architecture, Planning, and Preservation" of the University of Maryland College Park, hereinafter referred to as the "School".

1.1.1 The School may adopt a tag line that effectively conveys the scope and purpose of the school.

1.1.2 In all official correspondence, stationary, and promotional literature, the School shall be identified in the following manner: "School of Architecture, Planning, and Preservation." It may be followed by the tag line as provided for in 1.1.1 in all appropriate venues, including correspondence, web signatures, invitations, programs and publications of the School.

1.2 Programs.

1.2.1 The degree and certificate Programs offered by the School are:

1.2.1 Bachelor of Science in Architecture

1.2.2 Master of Architecture

1.2.3 Master of Science in Architecture

1.2.4 Master of Community Planning

- 1.2.5 Master of Historic Preservation
- 1.2.6 Master of Real Estate Development
- 1.2.7 Ph.D. in Urban and Regional Planning and Design
- 1.2.8 Juris Doctor/Master of Community Planning
- 1.2.9 Master of Architecture/Master of Community Planning
- 1.2.10 Master of Architecture /Master of Historic Preservation
- 1.2.11 Master of Architecture/Master of Real Estate Development
- 1.2.12 Master of Historic Preservation/Master of Community Planning
- 1.2.13 Master of Historic Preservation/Master of Real Estate Development
- 1.2.14 Urban Design Certificate
- 1.2.15 Historic Preservation Certificate
- 1.2.16 Certificate of Professional Studies in Real Estate Development

1.3 The following terms as used hereinafter in this Plan have the meanings set forth below when the term is when capitalized in the Plan::

1.3.1 The term “Adjunct Faculty”, when used in this Plan, shall include:

1.3.1.1 Individuals who provide instructional services who are:

- (a) Neither tenured nor eligible for tenure;
- (b) Appointed to teach specific courses and are compensated by one of the following two methods:
 - (i) On a course-by-course basis, or
 - (ii) On a salaried appointment at less than 50% Full Time Equivalent and are ineligible for health benefits; and
- (c) Designated as having status as either Adjunct Faculty I or Adjunct Faculty II in accordance with the policies of the University.

1.3.1.2 Adjunct Faculty may hold titles of Lecturer, Senior Lecturer, Adjunct Assistant Professor, Adjunct Associate Professor, or Adjunct Professor or such other titles as may be provided for by University policy.

1.3.2 Dean’s Advisory Committees or DACs, refers to the three advisory committees as follows:

- 1.3.2.1 The Faculty Advisory Committee [Article 4.5],
- 1.3.2.2 The Student Advisory Committee [Article 6.2], and

1.3.2.3 The Staff Advisory Committee, [Article 3.6].

1.3.3 Dean's Merit Pool Fund or DMPF, is the 50 % of the merit funds distributed by the Dean in accordance with the provisions in Article 8.1.2 merit pool as provided for in Article 8.1.2.1.

1.3.4 The term "Faculty", when used in this Plan shall include:

1.3.4.1 All Program Directors.

1.3.4.2 All tenure and tenure track faculty with appointments of 50% or greater [herein referenced as TTT Faculty].

1.3.4.3 All non-tenure track faculty with appointments of 50% or greater, with the title Professor of the Practice, Lecturer or any other faculty titles provided by University policy [hereinafter referenced as NTT Faculty].

1.3.4.4 All other non-tenure track faculty with faculty titles but an appointment of less than 50% who do not provide instructional services and are not included within the category of Adjunct Faculty, such as Research faculty.

1.3.5 Programs, when used in the Plan hereinafter is a defined term and refers to the five degree granting programs in the School:

1.3.5.1 Architecture Program (undergraduate and graduate) (ARCH)

1.3.5.2 Urban Studies and Planning Program (graduate) (URSP)

1.3.5.3 Historic Preservation Program (graduate) (HISP)

1.3.5.4 Real Estate Development Program (graduate) (RDEV)

1.3.5.5 Urban and Regional Planning and Design (doctoral)(URPD)

1.3.6 The term "School-Wide" when used herein, refers to all Programs administered by the Dean in accordance with the terms herein as part of the School of Architecture, Planning and Preservation.

1.3.7 The term "School-Wide Merit Pay Fund," or SWMF, is the for the 50% portion of the merit pool distributed by the School-Wide Merit Pay Committee in accordance with Article VIII hereof.

1.3.8 The term "Staff " includes all administrative personnel, holding full time or part time of 50% or greater appointments to professional and support positions, other than Directors, and who do not otherwise hold teaching or research appointments and are not students. Staff does not include hourly employees or graduate assistants.

1.3.9 The term “Students” shall include all students who are enrolled in the School's academic Programs and are candidates for a degree or certificate.

ARTICLE II VISION AND MISSION

2.1 The School's mission is to educate Architects, Planners, Preservationists, Developers and the many allied stakeholders whose professional work and scholarship focuses on the quality of the built environment and promotes social justice, cultural value, resource conservation and economic opportunity.

2.2 We take advantage of our unique location in a region that features the nation's capital and the post-industrial City of Baltimore, and links the Appalachian Mountains to the Atlantic Ocean while surrounding the Chesapeake Bay. Maryland's opportunities and challenges are found in its diverse communities, explosive growth and extensive historic resources.

2.3 Our faculty, students and alumni collaboratively advance the School's vision through research, teaching, colloquia, writing, creative design, planning, policy formation and professional work. Our mission is historically rooted in our land grant mandate and enhanced by our regional and international activities.

ARTICLE III ADMINISTRATION

3.1 Programs. The School has a programmatic structure, rather than a departmental structure, and a Director heads each Program. The five degree granting programs are:

- 3.1.1 Architecture Program (undergraduate and graduate) (ARCH)
- 3.1.2 Urban Studies and Planning Program (graduate) (URSP)
- 3.1.3 Historic Preservation Program (graduate) (HISP)
- 3.1.4 Real Estate Development Program (graduate) (RDEV)
- 3.1.5 Urban and Regional Planning and Design (doctoral)(URPD)

3.2 Affiliated Units. Units affiliated with the School include the following:

3.2.1 The National Center for Smart Growth Research and Education, which also is affiliated with three other units at the University, those being the School of

Public Policy, the Clark School of Engineering and the College of Agriculture and Natural Resources. The Center is administratively housed at the School.

3.2.2 The Environmental Finance Center is a sub-unit of the National Center for Smart Growth Research and Education.

3.2.3 The Colvin Institute of Real Estate Development, which engages in research and publications, as well as supporting enhancements of, and professional engagement for, students in the Master of Real Estate Development Program. The Institute is administered and housed at the School.

3.2.4 The Economic Development Administration University Center, which is established by grant from the Economic Development Administration of the US Department of Commerce and provides support for research and technical support for economic development strategies and activities for local jurisdictions in the State of Maryland.

3.3 The Dean

3.3.1 Appointment and Terms. The Dean is the chief executive officer of the School. The Dean is appointed and reviewed in accordance with University policy.

3.3.2 Duties and Responsibilities. The Dean shall:

3.3.2.1 Exercise his or her authority consistent with the powers and responsibilities delegated by the Vice-president for Academic Affairs and Provost.

3.3.2.2 Exercise his or her duties and responsibilities as set forth hereinbelow in consultation with the Directors, and the Dean's Advisory Committees, those being:

- (i) The Faculty Advisory Committee [Article 4.5],
- (ii) The Student Advisory Committee [Article 6.2], and
- (iii) The Staff Advisory Committee [Article 3.6].

3.3.2.3 Formulate, modify, update and otherwise implement in accordance with the governance procedures of this Plan, the Strategic Plan for the School, which shall be updated at least every 5 years on the years ending in 0 and 5.

3.3.2.4 Formulate, recommend and present administrative policies to the Directors and the Dean's Advisory Committees for their advice and recommendations.

3.3.2.5 Administer the educational policies and programs of the School, as proposed and adopted by the Faculty in accordance with the provisions of this Plan of Organization.

3.3.2.6 Report to the Dean's Advisory Committees any actions taken on any of its recommendations or recommendations from other committees relevant to the Committees' duties and responsibilities.

3.3.2.7 Meet at least monthly, or more frequently as necessary, with the Directors and the Dean's Advisory Committees, in order to consult on all of the matters listed above.

3.3.2.8 In consultation with the Dean's Advisory Committees and the Directors, prepare the School's budget.

3.3.2.9 Inform the Faculty in writing, and at a meeting of the Faculty, of:

(a) The proposed annual budget of the School for the upcoming year, and

(b) The expenditures of the prior year by Program and category of expenditures.

3.3.2.10 In consultation with the Dean's Advisory Committees, the Directors and the Committee on Administration (Article 7.5), plan for and oversee, the maintenance and use of the buildings, equipment and spaces assigned to the School.

3.3.2.11 Delegate to each Program Director the responsibility for matters internal to their Program, including the direction, accreditation, administration, management and expenditures of the approved annual budget of his/her respective Program.

3.3.2.12 Annually conduct a Performance Evaluation for each Faculty member in the categories specified in 1.3.4.1 and 1.3.4.2, which shall include a meeting with the Faculty member, and consideration of:

(a) University student Course Evaluation Reports,

- (b) Any available Classroom Visitation Reports,
- (c) Faculty Activity Reports for those Faculty required to provide the same,
- (d) Current Curriculum Vitae, and
- (e) The Faculty member's Annual Work Load Distribution Plan
 - (i) As approved by the Program Director, as well as
 - (ii) Any disagreement with respect to the approved Work Load Distribution Plan raised by the Faculty member, in which case the Dean may thereafter:
 - (A) Confirm the Plan,
 - (B) Return the Plan for further consideration to the Director, or
 - (C) Modify the Plan after consultation with the Director.

3.3.2.13 In the event a Faculty member receives a negative performance evaluation,

- (a) In any given year, the Dean, in consultation with the Director, shall prepare a plan of improvement for the Faculty member that will be reviewed and considered at the next year's annual performance evaluation, or
- (b) Over two (2) consecutive years, the Dean will appoint a Faculty committee of at least three (3) members of rank equal to or higher than the Faculty member being evaluated, one of whom shall be named the chair, to conduct an evaluation of the Faculty member's performance, in which case,
- (c) The Faculty committee shall:
 - (i) Solicit the views and recommendations of other Faculty, students, and administrators in the Program and the School who have interaction with the Faculty member, and

(ii) Provide a report to the Dean within three (3) months of the committee's appointment.

3.3.2.14 With respect to merit rankings and merit pool distribution

(a) Receive and implement the ranking and merit increment determinations of the School-Wide Merit Pay Committee (Article VIII) for the 50% portion of the merit pool distributed by the Committee [the SWMF],

(b) Allocate the Dean's special merit pool as provided for in Article 8.1.2.1 [the DMPF], after

(i) Taking into account the recommendations of each of the Directors, and

(ii) In any case where the Dean's allocation of the DMPF differs from the recommendation of the Director provide a written explanation of the differences to the Director, and thereafter

(c) Report in writing to each Faculty member the merit ranking and amount of the SWMF as well as the DMPF, if any, as provided for in Article 8.5.

3.3.2.15 Appoint, after receiving recommendations from the Faculty and any search committees as may have been appointed, the appointment or non-reappointment of any Associate Dean or Director.

3.3.2.16 Serve as the conduit of communication for all official business of the School with the Campus administration, the Faculty, the Staff, students, alumni/ae and the public.

3.3.2.17 Represent the School to the University, as well as to professional and scholarly organizations and the public at large.

3.3.2.18 Appoint ad-hoc committees as may be necessary, provided such appointments are made in writing, specifying the duties, chair, size, term, length of service and composition.

3.3.2.19 Seek out third party gifts, donations and non-state funding of all kinds in support of the School's students and Faculty.

3.3.2.20 Provide information to, and otherwise support the work of, the APT Committee as provided in the APT Policies and Procedures as provided for herein in Article V.

3.3.2.21 Appoint one or more Faculty members, of equal or higher rank, to serve as mentor(s) to any Faculty member working toward an appointment as Professor, Associate Professor or Professor of the Practice, taking into account any preferences for a mentor indicated by such faculty member.

3.3.2.22 With respect to lecturers or other instructors that are designated by the University as Adjunct Faculty I or II,

(a) Review any recommendations from a Program Director in accordance with 3.5.4.6 for change in status of a Lecturer from Adjunct Faculty I to Adjunct Faculty II and after review and consideration of the recommendation package;

(b) Confirm where justified that the applicant meets the eligibility criteria, and that there is sufficient documentation that the applicant has met the high-performance criteria contained at 3.5.4.6 (b);

(c) Forward a recommendation to the Provost for review and approval consideration; and

(d) Send a letter of notification from the Dean's Office to any instructor the Provost approves for Adjunct Faculty II status, including any notifications on salary or other policies applicable to such faculty due to their new status as required by USM or University policy.

3.4 Associate Deans

3.4.1 Appointment and Terms. Associate Deans shall be appointed in accordance with applicable University and System Policy after the Dean requests and receives recommendations from the Faculty.

3.4.2 Duties and Responsibilities. The Associate Deans report to the Dean and shall be responsible for all tasks delegated by the Dean. The delegation of such tasks shall be made in writing and in consultation with the Directors and the Faculty Advisory Committee.

3.5 Program Directors

3.5.1 Appointment

3.5.1.1 Each Program shall be administered by a Program Director appointed by the Dean in accordance with applicable University and System Policy and this Plan of Organization.

3.5.1.2 The Dean shall consult with the Faculty of the particular Program prior to the appointment of a Program Director.

3.5.1.3 Program Directors serve at the pleasure of the Dean.

3.5.2 Performance reviews

3.5.2.1 Annual performance reviews of the Program Directors shall be carried out by the Dean after seeking and receiving comments and concerns from the Program Faculty.

3.5.2.2 In the event of an overall negative review, or substantial concerns by the Dean or Program Faculty, the Dean shall appoint a Faculty committee from the Program of at least three (3) members and name one member as the chair to conduct a full evaluation of the Director's performance, which shall:

(a) Solicit the views and recommendations of the Program's Faculty, other Faculty and Program Directors, students, colleagues on campus who have interaction with the Director, other campus administrators, and alumni of the Program; and

(b) Upon receipt of all information, write a final report and present the report to the Program Faculty for a vote of confidence, with report and vote being transmitted thereafter to the Dean by the committee chair.

3.5.2.3 The Dean may thereafter elect to retain, remove or provide a plan for performance improvement for the Program Director.

3.5.3 Duties and Responsibilities. The Program Directors report to the Dean and are responsible for:

3.5.3.1 Overseeing the academic standards and academic services related to the degree and certificate programs offered in their Program.

3.5.3.2 The administration of their Program, including:

- (a) Recruitment,
- (b) Admissions processes,
- (c) Graduate Assistantships for the Program,
- (d) Accreditation processes, if any,
- (e) Scheduling of courses,
- (f) Administering the annual Program budget and expenditures from the total funds allocated by the School, and
- (g) Such other administrative matters as necessary for the Program to operate efficiently and effectively.

3.5.3.3 Calling meetings of the Program Faculty in accordance with this Plan.

3.5.3.4 Supporting the Dean's administrative efforts, both internal and external to the School.

3.5.3.5 Implementing the Strategic Plan of the School as it pertains to the Program administered.

3.5.3.6 With respect to Annual Work Load Distribution Plans:

- (a) Requiring from each Program Faculty member, a proposed Work Load Distribution Plan,
 - (i) Which proposes a distribution of work load among the three standard areas of University faculty work load those being:
 - (A) Research and Creative Activity (35% - 45%),
 - (B) Teaching and Advising (45% - 55%), and
 - (C) Service (5% – 15%), with

(ii) Area distributions that may vary for any standard area from 0% to 95%, except that Service must be at a minimum of 5%, unless,

(iii) An exception to the minimum Service requirement in (ii) above, is required for any non-tenure track Faculty who are funded at 100% level of effort through external support.

(b) Meeting with each Program Faculty member to discuss the proposed Distribution Plan in advance of a final determination,

(d) Approving for each Program Faculty member an individual Work Load Distribution Plan, and

(e) Forwarding the Approved Work Plan to the Dean prior to the Dean's Annual Performance Review, whereafter

(f) Any Faculty member who disagrees with the Work Load Distribution Plan approved by the Director, may raise the issue with the Dean during the Annual Performance review as provided for in Section 3.3.2.13.

3.5.3.7 Preparing and/or collecting Classroom Visitation Reports of each Faculty member other than Adjunct faculty, including

(a) Scheduling the observational reviews and reports by

(i) The Director, or

(ii) A Faculty member, or

(iii) An external reviewer; and

(b) Preparing directly, or accepting from the reviewer, the Classroom Visitation Reports.

(c) Forwarding any Classroom Visitation Reports to the Dean for the Dean's consideration during the Annual Performance Review.

3.5.3.8 In each year, regardless of whether or not merit pay is available, carrying out the provisions of the School's Merit Pay Distribution Plan as set forth in Article VIII of this Plan of Organization.

3.5.3.9 Formulating, in consultation with the Program's Faculty, and implementing a Plan of Organization for the Program and reviewing for revision at least every five (5) years.

3.5.3.10 Preparing for, in consultation with Program's Faculty, Program accreditation, if applicable to the Program, and Program compliance with University accreditation procedures.

3.5.3.11 Organizing the Program's Faculty to assure that there is appropriate Faculty advising for all graduate students in the Program, and a system for undergraduate advising for any Program with undergraduate students.

3.5.3.12 Representing the Program to the University, as well as to professional and scholarly organizations and the public at large.

3.5.3.13 Identifying sources of third-party funds for the Program in support of students and Faculty.

3.5.4 Duties and Responsibilities with Respect to Adjunct Faculty. The duties and responsibilities for the Program Director with regard to Adjunct Faculty, as set forth in the following subsections:

3.5.4.1 Selection and Verification.

(a) Provide to the Dean selection criteria and credentials for appointments, which shall include:

(i) A terminal professional or academic degree in a relevant area of expertise, or in limited circumstances where experience is an important teaching criteria for a course, experience or expertise may be substituted for a terminal degree,

(ii) Where pertinent, professional licensure in Architecture, Law, Planning, Accounting, etc., and

(iii) Demonstrated teaching potential, and

(iv) Achievement in an area of expertise that will help advance and/or complement the Program's educational mission;

(b) Verify that any proposed appointment meets the School's selection criteria and credentials, and

(c) Confirm that there has been active posting and outreach as an equal opportunity affirmative action employer, to consider nominations and applications from all qualified individuals including women and minorities.

3.5.4.2 Contract Requirements. Provide a written contract or formal letter of appointment at least 45 days, whenever feasible, prior to the beginning of the term, which shall include:

(a) Position title;

(b) Contract term;

(c) Per course compensation;

(d) Description of the course assignment;

(e) Institution benefits, if any;

(f) Information regarding faculty policies and procedures, including performance and evaluation policies;

(g) Notice of the procedure for cancellation of a course before the start date based on changed circumstances in class enrollment, availability of resources or other factors;

(h) Notice that for fall and spring semester classes for which an Adjunct Faculty member has received a contract prior to 30 days from the start of class, cancellation of a class without assignment to an alternative course at the same level of compensation shall result in a cancellation payment equal to 10% of the payment amount specified in the contract or appointment letter for that class; and

(i) Information about eligibility for and benefits associated with designation as Adjunct Faculty II status, if applicable.

3.5.4.3 Provide directly, or through School Staff, Program Directors and Faculty, support for Adjunct Faculty, including the following:

- (a) Information on the School and Program policies, requirements, learning outcomes and goals for each course, along with access to examples of past course syllabi (if available);
- (b) The official schedule of classes, including the academic calendar and time frames and location of class meetings;
- (c) Assistance with setting up course reserves, if planned for the course, as well as textbook selection and ordering as well as completion of the textbook compliance form required by the University;
- (d) Obtaining a University ID card, and setting up a University email account along with access to on-campus computing facilities;
- (e) For on campus courses, telephone access, as appropriate, office supplies, copying services for course materials, and appropriate space for meeting with students during scheduled office hours;
- (f) Access to, and information about, the faculty grievance policy and procedure, which is available to all Adjunct Faculty on the same basis as Faculty generally;
- (g) Prior to terminating an Adjunct Faculty member's appointment before the end of the term, offer the Adjunct Faculty member an opportunity to meet and discuss the matter with an Associate Dean, during which process the Adjunct faculty may be removed from the classroom, but shall continue to be paid pending a reasonable opportunity to be heard by an Associate Dean.

3.5.4.4 Information and Training. Provide, for new Adjunct Faculty, introductory information and training as follows:

- (a) Campus, School and Program orientation and overview;
- (b) Introduction to teaching policies and resources;

(c) Training in using UMEG, TESTUDO, ELMS and other course administration and learning instruction information technology.

3.5.4.5 Professional Development. Provide, to the extent feasible, professional interaction with the School and Program Faculty on campus and when feasible off campus, in the following examples:

(a) Invitations to Program, School, and University events;

(b) On and off campus training opportunities in their substantive areas as well as on campus support for teaching technologies;

(c) Mentoring from senior Faculty;

(e) Attendance at Program Faculty meetings when the agenda addresses issues directly of concern to Adjunct Faculty, and when, feasible, more general topics of curriculum and instructional methods and resources; and

(f) Invitations, and support, if feasible, to attend academic conferences that would enhance the teaching in their field of expertise.

3.5.4.6 Adjunct Faculty Performance Evaluations. Undertake Adjunct Faculty performance evaluations, using the same criteria for teaching evaluation as used for tenure and tenure-track Faculty, including, among other things:

(a) A review of student evaluations with the instructor after each course offering, including discussion and proposals, if any, for modifications and improvements to the course;

(b) Classroom visitation and observation by the Program Director or Program Faculty designated by the Director

(i) At least once during the first term an instructor teaches a course, and

(ii) Thereafter as may be indicated

(A) Necessary or useful for evaluation and counseling purposes, or

(B) If the student evaluation average rating for the prior teaching of the course was less than the average for the School, or

(C) If the instructor requests an evaluation based on an observational visit.

(c) Maintain a record in a personnel file of all such evaluations and notes from each meeting, which shall be consulted when decisions regarding promotion, compensation and any subsequent appointments are made.

3.5.4.7 Promotion to Adjunct Faculty II. Program Directors shall follow the following procedures and policies when recommending designation of an Adjunct Faculty I instructor to status as Adjunct Faculty II.

(a) Upon receipt of an application in writing from an Adjunct Faculty I instructor, for designation to Adjunct Faculty II status, verify that such instructor has taught at least 36 credits within the last 5 academic years (excluding summer and winter terms);

(b) If eligibility is verified, the Program Director shall conduct a review to determine if the instructor has a record of high-quality teaching performance, which shall be measured by:

(i) Student evaluations for all courses taught in the preceding 3 years, that in sum are at or above the average of the Program Faculty teaching evaluation scores over the same three year period;

(ii) A summary of written student comments that qualitatively show a high level of teaching performance;

(iii) The Program Director's evaluation(s) as to classroom observations are consistently positive with respect to preparation and organization, student engagement, content delivery, and responses to student questions; and

(c) Make a recommendation, whether positive or negative, to the Dean with respect to a change in status to Adjunct Faculty II, provided however, that no absence, or incompleteness of evaluations for each course taught by an Adjunct Faculty I

instructor by a Program Director may be the basis for a recommendation against a designation to Adjunct Faculty II status.

3.6 School Staff

3.6.1 The Dean shall appoint administrative staff, with the advice of the Directors and the Faculty Advisory Committee, as is necessary and beneficial to the effective and efficient operation of the School.

3.6.2 Staff Advisory Committee. The Dean may elect to have the Staff Advisory Committee convene

3.6.2.1 As a Committee of the whole staff, or

3.6.2.2 Otherwise to take nominations for a representative Staff Advisory with recommendations for membership on the Committee provided by the Faculty Advisory Committee, in which case the members of the Staff Advisory Committee shall be appointed for one (1) year terms, which may be renewed up to three (3) times.

3.6.3 Meetings. The Staff Advisory Committee shall meet to advise the Dean at least once each fall and spring term on matters of interest and concern to the School's staff.

ARTICLE IV FACULTY

4.2 Duties and Responsibilities. The Faculty have the duty and responsibility to:

4.2.1 Formulate curricula and educational policy.

4.2.2 Carry out the teaching, research, professional and creative work, and service activities of the School.

4.2.3 Recommend to the Dean, students for the award of degrees.

4.2.4 Consider and deliberate questions of School governance.

4.2.5 Advise the Dean and/or Directors on formulation and implementation of the Strategic Plan.

4.2.6 Advise graduate students on their courses and curriculum path.

4.2.7 Advise graduate students on thesis, final projects, capstones and dissertations.

4.2.8 Carry out the provisions of the School's Merit Pay Distribution Plan in accordance with Article VIII.

4.2.9 Take responsibility when appointed as a mentor by the Dean in accordance with Section 3.3.2 for:

4.2.9.1 Annual review of a candidate's progress toward tenure or promotion, and

4.2.9.2 Submission to the candidate of a written summary of the annual review, and

4.2.9.3 Written recommendations, as appropriate, for actions for the candidate to take to advance the candidate's appointment,

4.2.9.4 Assuring that the candidate understands that the review and recommendations in no case constitute grounds for a candidate's appeal or grievance in the event that tenure, promotion or appointment is not recommended or awarded,

4.2.10 Submit a proposed Work load Distribution Plan to the Program Director on an annual basis.

4.2.11 Participate from time to time as each Program determines, in conducting Classroom Visitation Reports for other Program faculty members

4.3 Meetings of the Faculty

4.3.1 Meetings of the Faculty may be called by the Dean, two or more Program Directors, two or more Faculty, or the chair of any standing or ad hoc committee.

4.3.2 Meetings of the Faculty may be held upon two weeks written or electronic notice.

4.3.3 An agenda shall be distributed at least one (1) week prior to any such meetings, and where the agenda is of importance or interest to Adjunct Faculty such Adjunct Faculty shall receive notice and the agenda.

4.3.4 Minutes of any actions taken at Faculty meetings shall be distributed for electronic approval within one (1) week of their adjournment.

4.3.5 Chair. The meeting shall be chaired by the person calling the meeting, or such chair as is elected to serve at the meeting.

4.4 University Senate Representation

4.4.1 Upon being notified of a vacancy in University Senate representation of the School, the Dean shall solicit nominations from the Faculty by means of a written memorandum which may be delivered electronically.

4.4.2 Faculty must submit nominations in writing, and may use electronic means to deliver the same, to the Dean no later than fifteen (15) days from the date of the Dean's memorandum.

4.4.3 Faculty shall be responsible to ascertain from any nominees, prior to submitting their names, whether they are willing to serve if elected.

4.4.4 Elections shall take place during the next regularly scheduled Faculty meeting (see Article 4.4), or if none is scheduled within thirty (30) days of the Dean's memorandum, then the Dean shall call a meeting of the School-Wide Faculty.

4.4.5 The School's representative shall be elected by a simple majority; in the event of a tie, a runoff election among the tied candidates shall be held.

4.5 Faculty Advisory Committee

4.5.1 Membership

4.5.1.1 The six (6) member Faculty Advisory Committee shall be elected by the Faculty of each Program to include:

(a) One Faculty member to represent the undergraduate Architecture Program (1),

(b) One Faculty member to represent the graduate Architecture Program (1),

(b) One Faculty member to represent the Historic Preservation Program (1),

(c) One Faculty member to represent the Urban Studies and Planning Program (1),

(d) One Faculty member to represent the Real Estate Development Program (1), and

(e) One Faculty member to represent the Ph.D. Program (1).

4.5.1.2 The Dean shall be an ex officio, non-voting member of the Committee.

4.5.2 Chair. The Chair of the Committee shall be appointed by the members from among the members of the Committee.

4.5.3 Term. Members shall be appointed for one (1) year terms, which may be renewed up to three (3) times, except for Programs where faculty size requires renewal thereafter.

4.5.4 Duties and Responsibilities

4.5.4.1 Meet monthly or more frequently as may be necessary to provide the Dean's consultation with the Committee as required by Article 3.3.2.7 .

4.5.4.2 Receive and review reports from the Dean on any actions taken on the Committee's recommendations or recommendations from other committees relevant to the DAC's duties and responsibilities as required by Article 3.3.2.6

4.5.4.3 Provide consultation to the Dean in the preparation of the School's budget, in accordance with Article 3.3.2.8

4.5.4.5 Receive, review, and provide consultative advice to the Dean on the maintenance and use of the buildings, equipment and spaces assigned to the School, as required by Article 3.3.2.10

4.5.4.6 Serve as a nominating committee for slates of candidates from which the Dean or other University administrators may make appointments:

(a) Faculty for all School committees.

(b) Faculty to participate in the search, nomination, and review of administrators and units at the University level.

4.5.4.7 Assist the Dean in the preparation and implementation of the School's Strategic Plan.

ARTICLE V THE ASSEMBLY

5.1 Membership.

5.1.1 All Faculty, Adjunct Faculty, and Staff of the School are members of the Assembly.

5.1.2 Students serving on the Student Advisory Committee (Article 6.3) shall be the student members of the Assembly.

5.2 Quorum. A quorum shall consist of at least 50% of each of the following classes of members:

5.2.1 The Faculty,

5.2.2 The Staff, and

5.2.3 The Dean's Student Advisory Committee.

5.3 Meetings.

5.3.1 The Dean shall call a regular meeting of the Assembly at least once per year. If necessary, the Dean, or two or more members of the Assembly, may call special meetings of the Assembly.

5.3.2 Any meeting of the Assembly, whether regular or special shall,

5.3.2.1 Be preceded by at least three (3) weeks written or notice which may be delivered electronically to all the members, and

5.3.2.2 Include a request for agenda items,

(a) Which items must be received no later than two (2) weeks before the meeting, and

(b) May be submitted by any member of the Assembly.

5.3.3 A written agenda shall be distributed by electronic or surface mail to the membership at least one (1) week prior to any meeting.

5.3.4 The Dean shall chair all meetings of the Assembly. In the Dean's absence, an Associate Dean shall chair the meetings. In the absence of both, the Assembly shall elect a pro-tempore chair from among the Faculty present.

5.3.5 Any proposals that may require a vote shall be presented in writing and shall be submitted to the membership, together with the agenda, one (1) week in advance of the meeting.

5.3.6 Meetings of the Assembly shall be conducted in accordance with Robert's Rules of Order, except as may be otherwise specifically addressed in this Plan.

5.4 Voting.

5.4.1 Proposals are deemed passed if:

5.4.1.1 A quorum as defined in 5.2 is present.

5.4.1.2 A majority of the members present vote in favor.

5.4.2 The votes of all present Adjunct Faculty members will be counted and weighted the same as the votes of all members present.

5.5 Duties and Responsibilities

5.5.1 The Assembly is the primary mechanism for the Dean to communicate important matters to the entire School and provide annually a "State of the School" address.

5.5.2 The Dean may consult with or seek discussion from the School through the Assembly more frequently if he or she deems such to be beneficial to the efficient and effective administration of the School.

5.5.3 The matters on which the Assembly is required to vote are the following:

5.5.3.1 The adoption or amendment of the Strategic Plan for the School (Article IX)

5.5.3.2 The adoption or amendment of the Plan of Organization for the School (Article IX).

ARTICLE VI STUDENT BODY

6.1 Dean's Student Advisory Committee.

6.1.1 Student members of the Dean's Advisory Committee shall be determined in accordance with each Program's Plan of Organization.

6.1.2 The Dean's Student Advisory Committee shall be composed of six (6) student representatives as follows:

6.1.2.1 One from the Undergraduate Architecture Program

6.1.2.2 One from the Graduate Architecture Program

6.1.2.3 One from the Graduate Urban Studies and Planning Program

6.1.2.4 One from the Graduate Historic Preservation Program

6.1.2.5 One from the Graduate Real Estate Development Program

6.1.2.6 One from the Ph.D. in Urban and Regional Planning and Design Program.

6.1.3 Members of the Committee shall be appointed for one (1) year terms.

6.1.4 The Dean shall meet with the Student Advisory Committee at least once each fall and spring term, and at such additional meetings as deemed necessary by the Dean or two (2) or more student members of the Committee.

6.2 Program Student Advisory Councils

6.2.1 Each Program Director shall meet with a representative group of at least three (3) and no more than seven (7) students from each Program as identified in 6.2.2 above,

6.2.1.1 At least once each fall and spring term, or

6.2.1.2 More frequently as may be useful to the Program, or

6.2.1.3 In the event two or more student members request a meeting. .

6.2.2 The membership of the Program Student Advisory Councils shall be determined in accordance with the Plan of Organization for each Program and may be by appointment of the Director, recommendation of the faculty, a general call for volunteers, or by vote of the Program's student body.

ARTICLE VII COMMITTEES

7.1 Committees Generally

7.1.1 Any standing or ad-hoc committee may, at its discretion, appoint subcommittees from its membership and/or invite others to participate in its deliberations, as appropriate, including Adjunct Faculty

7.1.2 Standing Committees of the School are the Dean's Advisory Committees as identified in 7.2 below, hereinabove, and the other committees specified in this Article VII below, including the membership, term, and scope of the committee duties and responsibilities

7.1.3 The Dean may appoint such ad hoc committees as the Dean deems efficient or effective for the administration of the School, or that the Assembly, the Faculty, the Directors, or the Faculty Advisory Council may recommend.

7.2 Dean's Advisory Committees. The School has three committees that are Advisory to the Dean:

7.2.1 Faculty Advisory Committee, with membership, duties and responsibilities as set forth in Article 4.5 above:

7.2.2 Student Advisory Committee, with membership, duties and responsibilities as set forth in Article 6.1 and

7.2.3 Staff Advisory Committee, as set forth in Article 3.6.

7.3 Committee on Programs, Courses and Curriculum (PCC)

7.3.1 Membership

7.3.1.1 The Committee shall be composed of eight members.

7.3.1.2 Six (6) PCC members shall be appointed by the Dean, upon receiving nominations from the Faculty Advisory Committee, from among the Faculty to include:

- (a) One member to represent the undergraduate Architecture Program (1),
- (b) One member to represent the graduate Architecture Program (1),
- (c) One from the Historic Preservation Program (1),
- (d) One from the Urban Studies and Planning Program (1),
- (e) One from the Real Estate Development Program (1), and
- (f) One from the Ph.D. Program (1).

7.3.1.2. Two student representatives shall be appointed by the Dean, one undergraduate and one graduate student, from a slate of at least three graduate and three undergraduate students who are in good and regular academic standing and proposed by the Student Advisory Council (2).

7.3.1.3 The Committee shall appoint one of its member's as a Chair.

7.3.1.4 The Chair may invite such additional members of the Staff, Faculty and Adjunct Faculty as non-voting members as may be necessary or effective to address any particular agenda item.

7.3.2 Term. Members shall be appointed for one (1) year terms, which may be renewed up to three (3) times, except for Programs where faculty size requires renewal thereafter.

7.3.3 Duties and Responsibilities

7.3.3.1 Formulate the long-range educational goals and academic policies of the School for recommendation to the Faculty for consideration and vote.

7.3.3.2 Consider and prepare responses to University level curricular proposals and educational policies for recommendation to the Faculty for consideration and vote.

7.3.3.3 Meet with each Program Director at least every five (5) years, to summarize and assess the educational programs and curricula of the School and recommend measures to the Faculty on the most effective use of resources and an appropriate level of coordination among the various programs.

7.3.3.4 Recommend to the Faculty changes in curriculum that are:

(a) Multi-disciplinary or cross-disciplinary between the Programs, such as joint or dual degrees or new courses that are to be cross listed for the Programs or use faculty from more than one Program.

(b) New certificate or degree programs as may be submitted by the PCC Committee, the Faculty, the Directors, other Faculty committees, or the Student Advisory Committee.

7.3.4 Procedures

7.3.4.1 Curricular and course matters internal to any of the Programs of the School,

(a) Shall be approved by the Program Faculty and forwarded to the Chair of the PCC for review and approval by the Chair.

b) The Chair of the PCC shall make a determination as to whether any Program matter submitted from the Program to the Chair for approval under (a) above, should be submitted to the full PCC for action in accordance with 7.3.4.2 and 7.3.4.3 before forwarding to the Dean or Associate Dean.

(c) If no additional review is required in the Chair's determination under (b) above, the internal course and curricular matter submitted under (a) above will be forwarded to the Dean or Associate Dean for Academic Affairs for forwarding to the appropriate University wide committees as may be required.

7.3.4.2 In course and curricular matters that involve more than one Program of the School (such as joint or dual degrees or new certificate or degree programs in accordance with 7.3.3.4 above),

(a) The recommendation of the Program on such matters shall be submitted to the PCC for review and approval.

(b) Matters reviewed and approved by the PCC are forwarded to the Dean or Associate Dean for Academic Affairs for submission to the applicable University-wide committees for review and approval.

7.4 Appointment, Promotion, and Tenure Committee (APT)

7.4.1 Membership. APT membership shall vary as a function of the rank of the individual whose appointment, promotion, tenure award, or post-tenure review is being considered.

7.4.1.1 In the case of appointment, reappointment, non-reappointment, or promotion to the ranks of Professor of the Practice, Assistant, or Associate Professor, membership shall include all tenured Faculty.

7.4.1.2 In the case of appointment or promotion to the rank of Professor, membership shall include all Faculty, other than Professor of the Practice or other NTT Faculty, holding that rank.

7.4.2 Policies and Procedures of the APT Committee shall be adopted by the tenured Faculty and shall conform to all University and system required procedures and policies and such other procedures as the APT Committee finds useful, necessary or appropriate considering the various Programs and Faculty subject to review by the APT Committee.

7.5 Committee on Administration (Technology, Communications, and Facilities)

7.5.1 Membership

7.5.1.1 After recommendations from the School's Advisory Committees, the Dean shall appoint nine (9) members as follows:

(a) Six members of the Faculty to the Committee, one from each of the programs in the School (6),

(b) The Director of the National Center for Smart Growth Research and Education (1),

(c) One Adjunct Faculty member (1), and

(d) One student member of the Student Advisory Committee (1),

7.5.1.2 Ex-officio, non-voting members of the Committee shall be:

(a) The Dean (1),

(b) The Associate Dean for Academic Affairs (1),

(c) The Director of IT services (1),

(d) The Head librarian of the Architecture Branch Library (1), and

(e) The Assistant Dean for Internal Affairs (1).

7.5.1.3 Members shall be appointed for one (1) year terms, which may be renewed up to three (3) times, except for programs where faculty size requires renewal thereafter.

7.5.1.5 The Dean shall appoint the Chair of the Committee.

7.5.2 Meetings

7.6.3.1 The Chair shall call at least one (1) meeting each term, and such additional meetings as the Dean, an Associate Dean, a Director, or a member of the Committee requests.

7.5.3.2 The Chair shall provide written or electronic notice of the meeting at least seven (7) days in advance, along with an agenda. The Dean, Associate Dean, Directors, or members of the Committee may add items to the agenda up to five (5) days prior to the meeting. In such cases, a revised agenda shall be delivered to each Committee member at least three (3) days in advance.

7.5.3 Duties and Responsibilities

7.5.3.1 Formulate goals, plans, and strategic policies for technology, communications, and facilities for the School for recommendation to the Dean, Directors, and Faculty.

7.5.3.2 Consider, review, and recommend to the Dean, the Directors, and the Faculty:

(a) Modifications to the collections and operations of the Library in support of the vision, mission, and goals of the School as expressed herein.

(b) Modifications to the collections and operations of the Visual Resource Center in support of the vision, mission and goals of the School as expressed herein.

(c) Modifications, additions, and deployment of technology in support of the vision, mission and goals of the School as expressed herein.

7.5.3.3 Consider, review, and recommend changes in policy on software or hardware and lab facilities provided to students and/or faculty and staff, and any School or Program technology fees charged to students for the same.

7.5.3.4 Provide advice and counsel to the Director of IT and the Dean as to the acquisition and deployment of technology in support of teaching, research, outreach, and service activities of the School.

7.5.3.5 Provide advice and counsel to the Dean and Directors as to matters of internal and external communications, including policies on posting of announcements, internal video screens, the School's web page, recruitment materials, annual reports, and other means of communication with Faculty, current and prospective students, alumni, and friends of the school.

7.5.3.6 Provide advice and counsel to the Dean and Directors as to matters relating to the use of School and University facilities, including policies on office and classroom assignments or reassignments, as well as the galleries, laboratories, library, the visual resource center, the Great Space, and all common areas currently or in the future primarily assigned by the University for the School's use.

7.6 Committee on Research and Service

7.6.1 Membership

7.6.1.1 There shall be 5 (5) voting members of the Committee. After recommendation of membership from the Faculty Advisory Committee, the Dean shall appoint five members of the Faculty to the Committee, one from each of the Programs in the School (5).

7.6.1.2 The following members serve as ex officio, non-voting members of the Committee:

- (a) The Dean (1),
- (b) The Associate Dean for Research (1),
- (c) The Associate Dean for Academic Affairs (2),
- (d) The Program Directors (5), and
- (3) The chief Librarian for the Architecture branch library (1).

7.6.1.3 The Chair may invite such additional members of the Staff, Student Body, Faculty or Adjunct Faculty as non-voting members as may be necessary or effective to address any particular agenda item.

7.6.1.4 The Chair shall be the Associate Dean for Research.

7.6.2 Term. Members shall be appointed for one (1) year terms, which may be renewed up to three (3) times, except for Programs where faculty size requires renewal thereafter.

7.6.3 Meetings

7.6.3.1 The Chair shall call at least one (1) meeting each term, and such additional meetings as the Dean, an Associate Dean, a Director, or a member of the Committee requests.

7.6.3.2 The Chair shall provide written or electronic notice of the meeting at least seven (7) days in advance, along with an agenda. The Dean, Associate Dean, Directors, or members of the Committee may add items to the agenda up to five (5) days prior to the meeting. In such cases, a revised agenda shall be delivered to each Committee member at least three (3) days in advance

7.6.4 Duties and Responsibilities

7.6.4.1 With respect to research and service proposals

(i) Consider, review, and recommend to the Dean and the Directors any research or service proposals (including third party funded studio or service projects) which would require School-wide funding support or resources or Faculty serving more than one Program, and

(ii) For all other single Program related studio or service projects review and approval comes through each Program in accordance with the Plan of Organization for the Program.

7.6.4.2 Consider plans, objectives, and strategies, and propose policies and changes in policies governing research and service opportunities and challenges for the School and make recommendations to the Dean, Directors and Faculty.

7.6.4.3 Respond to and prepare recommendations for awards for Faculty, both internal and external to campus. Such recommendation packages may be recommended and prepared by Faculty or staff from outside the Committee membership and forwarded to the Committee for consideration, and then to the Dean for submission, as necessary, for University and System-wide awards.

7.7 Committee on Student and Alumni Affairs

7.7.1 Membership

7.7.1.1 After recommendation of membership from the Advisory Committees the Dean shall appoint:

(a) Five members of the Faculty to the Committee, one from each of the Programs in the School (5),

(b) Two members from the Staff Advisory Committee (2),

(c) Two members from the Student Advisory Committee (2).

7.7.1.2 Ex-Officio, non-voting members of the Committee are:

(a) The Dean (1),

(b) The Directors (5),

- (c) The Associate Dean for Research (1),
- (d) The Associate Dean for Academic Affairs (1), and
- (e) The Assistant Dean for Internal Affairs (1).

7.7.1.3 The Chair may invite as non-voting members:

- (a) In the event the topics of discussion would benefit from wider discussion, the entire Staff and Student Advisory Committee members to attend, and
- (b) Such additional members of the Staff, Faculty and Adjunct Faculty as may be necessary or effective to address any particular agenda item.

7.7.1.4 The Dean shall appoint the Chair of the Committee.

7.7.2 Term. Members shall be appointed for one (1) year terms, which may be renewed up to three (3) times, except for programs where faculty size requires renewal thereafter.

7.7.3 Meetings

7.7.3.1 The Chair shall call at least one (1) meeting each term and such additional meetings as the Dean, an Associate Dean, a Director, or a member of the Committee requests.

7.7.3.2 The Chair shall provide written or electronic notice of the meeting at least seven (7) days in advance, along with an agenda. The Dean, Associate Deans, Directors, or members of the Committee may add items to the agenda up to five (5) days prior to the meeting. A revised agenda in that case shall be delivered to each Committee member at least three (3) days in advance

7.7.4 Duties and Responsibilities

7.7.4.1 Formulate goals, plans, and strategic policies for recruiting and advising prospective and enrolled students in the School, as well as for methods of ongoing communication and relationships with alumni, retired Faculty, and friends of the School for recommendation to the Dean and Directors.

7.7.4.2 Formulate policies and proposals relating to scholarships, recruitment, job placement, alumni relations, and competitions that involve third party funding sources, University funding, cross-Program funding, or multi-disciplinary Faculty or student support and make recommendations to the Dean and Directors.

7.7.4.3 With respect to student complaints or grievances appealed from any Program level review committee pursuant to a Program's Plan of Organization:

(a) Develop policies and procedures for the Committee to review such student complaints or grievances,

(b) Conduct a hearing with at least three (3) members of the committee present, including written or oral testimony and documents provided by the student and such other members of the School as may be useful to the Committee, and

(c) Recommend a proposed resolution to the Dean of the proposed resolution of the complaint.

ARTICLE VIII FACULTY MERIT REVIEW COMMITTEE

8.1 Faculty Merit Pay Distribution

8.1.1 Faculty merit ratings and distributions of merit pay must be distributed in accordance with the provisions of this Article VIII of the Plan of Organization that meets the requirements of the University Policy on Faculty Merit Pay Distribution.

8.1.2 Merit Pool Distribution Generally

8.1.2.1 Fifty percent (50%) of the merit pool funds in any given year shall be distributed through the rating and distribution process conducted by the School-Wide Merit Pay Committee [SWMF]. Those monies will be distributed in fixed dollar awards, rather than percentages of salary, in accordance with the provisions herein.

8.1.2.2 The remaining fifty percent (50%) of the merit pool funds will be distributed by the Dean [The Dean's Merit Pool Funds DMPF], taking into account the recommendations of the Program Directors, in

- (a) Solving special salary problems (salary equalization, gender balance, minority representation, etc.), or
- (b) Rewarding activities that support the School's initiatives.

8.2 Membership

8.2.1 The members of the School-Wide Merit Pay Committee for the School:

8.2.1.1 Shall consist of four (4) representative of any rank, one (1) from each of the four Program faculties (ARCH, URSP, HISP, RDEV), which representatives:

- (i) Need not be a member of any Program Merit Pay Subcommittee, and
- (ii) May be, at the option of each Program's Faculty, either
 - (A) Appointed by the Director, or
 - (B) Elected by a majority of the tenure-track and tenured faculty of the Program in a secret ballot, after receipt of nomination(s).

8.2.1.2 Reflect the gender and racial diversity of the School as well as the breadth of scholarly interests within the School over a period of years.

8.2.2 The terms of the School-wide Merit Pay Committee will be for two (2) years, with Architecture ending in even years, Community Planning in odd years and other smaller programs changing as may be feasible given the size of the faculties of those programs.

8.3 Program Merit Pay Subcommittees. Programs with more than three (3) tenure or tenure-track Faculty may, but are not required to, establish a Merit Pay Sub-Committee which, if established, shall:

8.3.1 Be composed of at least three (3) faculty members of any rank and be appointed or elected by any method determined by the Program's faculty.

8.3.2 Meet at least once each year, with such additional meetings as may be necessary for making fair and informed merit recommendations, even in such years as there is no merit pool to distribute, in order to provide the School-Wide Merit Pay Committee with its ranking recommendations in accordance with the procedures set forth in Article 8.3.3.

8.3.3 Following the ratings of a program's faculty by a Program Merit Pay Subcommittee, the Subcommittee shall deliver the Subcommittee ratings to the Director and meet with the Program Director, at the Subcommittee's option, to discuss its ratings, rankings and recommendations.

8.4 Duties and responsibilities of the Directors.

8.4.1 Forward any Program Subcommittee ratings to the School-Wide Merit Pay Committee;

8.4.2 Conduct his/her own evaluation and ranking of each Program faculty member in accordance with the procedures set forth in Article 8.5 below with verification of the Performance Work Load Distribution Plan approved by the Director and Dean for the year being assessed;

8.4.3 Deliver the Director's rankings and Approved Work Load Distribution Plan for each Program Faculty, to the School-Wide Merit Pay Committee; and

8.4.4 Meet with the Dean and provide recommendations for any special allocation from the Dean's Merit Pay Funds (DMPF), for outstanding service to the Program's Initiatives or correcting other pay and fairness issues noted by the Director.

8.5 Merit Pay Evaluation Procedures

8.5.1 The Program Merit Pay Committee shall, on a timely basis, collect and evaluate:

8.5.1.1 Student evaluations,

8.5.1.2 Reports of classroom visitation and observation conducted, at the option of the Director, by

(a) The Director,

(b) Other designated Faculty, or

(c) External Reviewers.

8.5.1.3 Faculty Activity Reports for those Faculty required to provide the same,

8.5.1.4 A Current Curriculum Vitae, and

8.5.1.5 The Director approved Faculty Work Load Distribution Plan allocated to one or more of the following categories (provided that Service may not be allocated less than 5% except in cases identified in 8.5.1.6 below):

(a) Research and Creative Activity (0 – 95%)

(b) Teaching and Advising. (0 – 95%), and

(c) Service (5% -100%).

8.5.1.6 An exception to the minimum 5% service requirement may be necessary, and distribution to increase one or both of the categories in (a) and (b) above, in the case of non-tenure track faculty who are funded 100% through external support.

8.5.2 The Committee, or Subcommittee as the case may be, shall evaluate and rate each faculty member on a scale of 0-5, with 5 being the highest rank and 0 being the lowest, with

8.5.2.1 A score for each faculty member in each of the categories identified in 8.3.1.5 above from 0 - 5 which reflects the quality of the effort in that area, whereafter

8.5.2.2 The score for each category shall be adjusted by the weight of the percentage of effort identified in the Faculty member's approved Work Distribution Plan, and thereafter

8.5.2.3 The score for each of the three areas are added to produce a single score (from 0 – 5) for each faculty member for that year.

8.5.3 In years when merit funds are not made available, the Program Sub Committees and School-Wide Merit Committee shall meet and conduct the merit review procedure as a matter of record to provide ratings that will be used in subsequent years when funding is made available, as the School-Wide Merit Pay Committee uses a score averaged over 3 years as required under 8.4 below.

8.6 Duties and Responsibilities of the School-wide Merit Pay Committee

8.6.1 The School-wide Merit Pay Committee shall meet at least once each year, whether or not there are funds to allocate through the Merit Pay process, and make ranking determinations and present a report to each Program Director and the Dean each year. These rankings shall be used in averaging merit rankings in those years when merit pay distributions are available.

8.6.2 The School-Wide Committee shall receive, review and consider:

8.6.2.1 The materials required by Article 8.3.1,

8.6.2.2 All timely received merit ranking recommendations and Approved Work Distribution Plans from the Program Directors, and

8.6.2.3 All timely received reports of annual faculty merit scores from any Program Merit Pay Sub-Committees as may have been established in accordance with Section 8.3 hereof and conducted in accordance with section 8.5 hereof.

8.6.3 The School-Wide Committee shall:
8.6.3.1 For Faculty where no Subcommittee report is received, review the appropriate materials and assign a score for such Faculty in accordance with the procedures set forth in 8.5 above,

8.6.3.2 Modify some or all of the merit scores received from the Program Subcommittees and Directors after consideration of the appropriate materials

8.6.3.3 Assign a final annual score for each Faculty member for the year, and

8.6.3.4 Average the Faculty member's annual score with scores from the two preceding years, where applicable, to obtain a 3-year average score for each faculty member

8.6.4 Using the single score obtained in accordance with 8.4.3 above, for each Faculty member, the School-wide Merit Pay Committee shall:

8.6.4.1 Rank the Program Faculty from highest to lowest scores, and divide them into thirds with an upper third tier, middle third tier, and lower third tier;

8.6.4.2 Take the total sum of merit pay funds being allocated by the Committee [the SWMF] and divide that amount by six (6) and allocate:

- (a) $3/6^{\text{th}}$ to the upper third,
- (b) $2/6^{\text{th}}$ to the middle third, and
- (c) $1/6^{\text{th}}$ to the lower third.

8.6.4.3 Allocate proportionally and equally to every faculty with a 100% appointment in a tier, the funds allocated to that tier.

- (a) For Faculty with less than a 100% appointment, apply the percentage of the appointment to the amount allocated for that tier, to determine the proportional amount, and
- (b) For Faculty with appointments partially in the School and partially at the National Center for Smart Growth Research and Education or elsewhere on campus, the percentage applied is the percentage of their teaching appointment in the School.

8.6.5 The School-wide Merit Pay Committee shall prepare a report each year of:

8.6.5.1 The final rating and ranking of each faculty member for that year as described in Article 8.4, and

8.6.5.2 In years when merit pay is available,

- (a) The average of the current year ranking and the two prior years ranking and rating of each faculty member, and
- (b) An allocation determination of merit funding in dollar increments for each faculty member for the 50% of the merit pay to be distributed by the Merit Pay Committee [SWMP].

8.6.6 Upon completion of its written report and establishment of final rankings and funding distribution, the School Wide Merit Pay Committee shall

8.6.6.1 Deliver its report and distribution of the [SWMP] funds to the Dean,

8.6.6.2 Including an affirmation that the School-Wide Merit Pay Committee has followed the provisions herein, or indicating any areas

where they have deviated from the provisions and the rationale therefor, and

8.6.6.3 Any request for a meeting with the Dean to present their report to:

(a) Discuss the faculty rankings and increment allocation determinations,

(b) The process followed or deviations therefrom, and

(c) Any recommendations for improving the procedures implementing the merit provisions herein.

8.7 The Dean's Duties and Responsibilities

8.7.1 The Dean shall, allocate the Dean's special merit pay pool [DMPF] to address School wide initiatives as well as equity and fairness imbalances, and taking into account:

8.7.1.1 The School-Wide Merit Pay Committee rankings,

8.7.1.2 The Directors' rankings, as well as

8.7.1.3 Consultation with each Program Director as to Faculty and Program initiatives completed or proposed, as well as pay equity or fairness imbalances that the Director believes needs to be addressed.

8.7.2 The Dean shall send a letter to each Faculty member containing:

8.7.2.1 The Faculty member's new salary and showing the adjustments in salary due to:

(a) Across the board cost of living adjustments,

(b) Any merit based salary increase (or one-time payments) allocated by the School-wide Merit Pay Committee process (SWMP), and

(c) Any adjustment, either one time or salary adjustment, from the Dean's special fund as provided for in Article 8.1.2.1 [DMPF].

8.7.2.2 The School-Wide Merit Pay Committee's evaluation of the faculty member, including the faculty member's merit rating score and ranking.

8.7.2.3 Notification of the right to:

(a) Request a meeting with the Dean, and

(b) Appeal in accordance with the provisions of Article 8.6.

8.7.3 Annually, the Dean shall review the makeup of the School-Wide Merit Pay Committee over the previous five (5) years to assure that a reasonable representation of faculty diversity has been achieved and, if it has not, the Dean will take appropriate action to rectify the situation.

8.7.4 Annually, evaluate the salary structure of the School and consult with the appropriate administrators to address salary compression or salary inequities that have developed in the Units of the School.

8.7.5 Obtain certification from the School-Wide Merit Pay Committee that they have followed the provisions herein, or indicate areas where they have deviated from the provisions with a rationale.

8.8 Appeal Procedure

8.8.1 Within ten (10) days of receiving the notification of his or her pay allocation, any faculty member who has a question about his or her award or ranking in any year, may request an appeal of the merit allocation by submitting a letter to the Dean.

8.8.2 The letter must specify the faculty member's basis for appealing.

8.8.3 The appeal will be reviewed by the Dean, the Program Director, the School-Wide Merit Pay Committee, and one additional faculty member.

8.8.4 A decision will be rendered by a majority of the reviewers, which shall be delivered to the faculty member in writing.

**ARTICLE IX
AMENDMENTS**

9.1 Review and Replacement

9.1.1 The Plan of Organization shall be reviewed every fifth year (on years ending in 0 and 5) by a committee elected by the Faculty.

9.1.2 A new Plan of Organization may be drafted at any time upon the vote of 40% of the Assembly.

9.1.3 The Student, Staff and Faculty Advisory Committees shall discuss any replacement Plan of Organization and make recommendations prior to its presentation for a vote of the Assembly.

9.2 Amendments

9.2.1 Amendments may be proposed by any member of the Assembly.

9.2.2 The Faculty, Staff and Student Advisory Committees shall discuss any proposed amendment and make recommendations back to the Assembly as to the amendment and a vote thereon.

9.3 Adoption of Plan and Amendments

9.3.1 A Plan of Organization may be amended or adopted if approved by the Faculty and forwarded to the Assembly for Discussion and Vote.

9.3.2 Amendments or a new Plan shall be adopted upon the vote of a majority of a quorum of the Assembly in attendance.

9.3.3 A new Plan or approved amendments are subject to the approval of the Dean, the Campus Senate and, depending on the nature of the amendments or replacement Plan, approved by the Provost, the President and the Board of Regents, as may be required by University and System policy.

APPENDIX 2 - 2002 ARCH PLAN OF ORGANIZATION

1

SCHOOL OF ARCHITECTURE
Architecture • Historic Preservation • Urban Studies and Planning
University of Maryland at College Park

PLAN OF ORGANIZATION
Ammended 1 December 1999
Ammended 26 August 2002

ARTICLE I. NAME

The name of the unit shall be the "School of Architecture" of the University of Maryland College Park, hereinafter referred to as the "School". In all official correspondence, stationery, and promotional literature, the School shall be identified in the following manner:

School of Architecture
Architecture • Historic Preservation • Urban Studies and Planning

ARTICLE II. AUTHORIZATION AND PURPOSE

This plan of organization is formulated pursuant to Article II of the Plan of Organization for the University of Maryland College Park as approved by the Senate on April 1, 1993. It is deemed to be in compliance with all applicable University and Campus policies and regulations. However, should there be discrepancies between these and the provisions of this plan, University and Campus statutes shall take precedence.

The purpose of this plan is to establish a framework for governance of the School so as to provide for the orderly and effective discharge of the School's mission.

ARTICLE III. ACADEMIC PROGRAMS

A. Composition

Academic programs are sub-units of the School, formed to facilitate the implementation of the School's mission. Currently, the School programs are:

1. Architecture
2. Historic Preservation
3. Urban Studies and Planning

B. Membership

Programs shall include Faculty and staff who hold appointments, and students enrolled in any one program.

C. Plans of Organization

Each Program shall develop and adopt a Plan of Organization. Upon approval by the Faculty, these plans shall become an integral part of the Plan of Organization of the School.

D. Administration

Each Program shall be headed by a Director appointed according to University and Campus policies. Directors shall report to the Dean.

ARTICLE IV. ASSEMBLY

A. Composition

The Assembly of the School, herein referred to as the "Assembly", shall include faculty, staff, and students.

B. Membership

All faculty in the unit shall be members. The staff shall be represented by one individual who shall serve for a renewable period of three years. The student body shall be represented by two undergraduate and two graduate students who shall serve for renewable periods of one year. Staff and students shall be elected by written, secret ballots from nomination slates composed of all staff and all students respectively.

C. Duties and Responsibilities

The Assembly shall advise the Dean, Directors, and Faculty on any matters pertaining to the School's governance and mission and brought before it by any member or group of members.

D. Meetings

The Dean shall call an ordinary meeting of the Assembly once a year. If necessary, the Dean may call special meetings of the Assembly. Such special meetings shall be scheduled for 12:30 p.m. on the first Wednesday of each month and shall last no longer than twenty minutes. In the event that the business of the Assembly requires a longer

period, the matter under discussion shall be tabled until 12:30 p.m. the following Wednesday. The Dean shall chair such meetings. In the Dean's absence, an Associate Dean shall chair the meetings. In the absence of both, the Faculty shall elect a pro-tempore chair. Special meetings of the Assembly may also be called at any time by any member, provided the call is endorsed in writing by two-thirds of the membership. A written agenda shall be distributed to the membership at least two weeks prior to any meeting. Any member shall have the right to add items to the agenda up to one week prior to a meeting. Any proposals that may require a vote shall be presented in writing and shall be submitted to the faculty together with the agenda. Meetings of the Assembly shall be conducted in accordance with Robert's rules of order. A majority of the membership shall constitute a quorum. No vote shall be taken in the absence of a quorum.

ARTICLE V. THE FACULTY

A. Membership

For the purposes of this plan, the term Faculty shall designate those persons who hold academic appointments in the School of 50 percent time or more and who are not candidates for a degree. The School librarians shall be ex-officio, non-voting members of the Faculty.

B. Duties and Responsibilities

The Faculty shall be responsible for formulating and recommending educational policy, and for the teaching, research, creative work, and service activities of the School. It shall recommend students for the award of degrees. It shall consider and deliberate questions of School governance, advise the Dean and/or Directors on any matters pertaining to the School mission, and determine any such matters as do not affect relations with units outside the School or properly come under the supervision of larger administrative units.

C. Senate Representation

Upon being notified of a vacancy in Senate representation of the School, the Dean shall solicit nominations from the faculty by means of a written memorandum. Faculty must submit nominations in writing to the Dean no later than fifteen days from the date of the Dean's memorandum. Faculty shall be responsible to ascertain from any nominees, prior to submitting their names, whether they are willing to serve if elected. Elections shall take place during the next regularly scheduled faculty meeting. The representative shall be elected by a simple majority; in the event of a tie, a run off election among the tied candidates shall be held, using the same procedure as the original vote.

ARTICLE VI. THE STUDENTS

A. Membership

The Students of the School of Architecture shall include all students who are enrolled in the School's academic programs and are candidates for a degree.

B. Governance

Governance of the student body is vested in the Student Assembly, which shall comprise all undergraduate and graduate students. The Student Assembly shall hold meetings at least once a year. The Student Assembly shall elect a committee to develop its own Plan of Organization, which shall be adopted by a majority vote of the Student Assembly and shall include procedures for senate representation. Upon approval of the School's Assembly, the Student Assembly Plan of Organization shall become an integral part of the Plan of Organization of the School.

ARTICLE VII. THE STAFF

A. Membership

The Staff shall include all administrative personnel holding professional and support position within the School, who do not hold teaching or research appointments and are not students.

ARTICLE VIII. ADMINISTRATION

A. The Dean

1. Appointment and Terms.

The Dean is the chief executive officer of the School. The Dean shall be appointed and reviewed in accordance with University and Campus policy.

2. Duties and Responsibilities

The Dean shall be responsible for:

- a. Exercising his/her authority consistently with the powers and responsibilities delegated to him/her by the Vice-president for Academic Affairs and Provost.
- b. Formulating and presenting policies to the Faculty for its consideration. This shall not be interpreted to abridge the right of any faculty member or of the Faculty as a whole to present any matter to the Faculty.
- c. Administering the educational policy and programs of the School.
- d. In consultation with the Advisory Committee and the Directors, preparing and managing the School's budget and preparing and implementing the School Strategic Plan.
- e. In consultation with individual faculty members, assigning teaching duties to those members. In so doing, the Dean shall provide for teaching assignments, as required by the program, consistent with the expertise and scholarly focus of each faculty member and with the Campus workload policy as approved by the Senate.
- f. In consultation with the appropriate faculty members and Committees, recommending the appointment, reappointment, non-reappointment, or promotion of faculty and staff. The Dean shall be responsible for informing the APT Committee in a timely fashion of all upcoming candidacies for appointment, promotion, and tenure award.
- g. Serving as the conduit of communication for all official business of the School with the Campus administration, the Faculty, the Staff, students, alumni/ae, and the public. In particular, the Dean shall be responsible for informing the faculty in writing of the yearly proposed and approved budgets of the School and of the detailed allocation of budgetary resources.
- h. Consulting with the Advisory Committee on all matters relevant to the Committee's duties and responsibilities and reporting to the Advisory Committee as to the action on any of its recommendation or recommendations from other committees.
- i. Representing the School to the Campus and University communities, professional and scholarly organizations, and the public at large.
- j. Maintaining appropriate supervision of the use of buildings, equipment,

and spaces assigned to the School.

k. At his or her discretion, appointing any standing or ad-hoc committees as may be necessary. Such appointments shall be made in writing and shall specify the duties, chair, size, and composition of each.

l. Delegating to each Director any or all the above responsibilities regarding such matters that properly pertain to the direction, administration, and management of his/her respective Programs, provided such matters do not fall within the purview of other School Programs.

B. The Associate Dean

1. Appointment and Terms

The Associate Dean shall be appointed in accordance with applicable University and Campus Policy.

2. Duties and Responsibilities

The Associate Dean reports to the Dean and shall be responsible for all tasks delegated to him/her by the Dean. The delegation of such tasks shall be made in writing and in consultation with the Advisory Committee.

C. Program Directors

1. Appointment and Terms

The Program Directors shall be appointed in accordance with applicable University and Campus Policy.

2. Duties and Responsibilities

The Program Directors report to the Dean and shall be responsible for all tasks delegated to them by the Dean, in consultation with the Advisory Committee.

ARTICLE IX. COMMITTEES

Any standing or ad-hoc committee may, at its discretion, appoint subcommittees from its membership and/or invite others to participate in their deliberations, if appropriate. However, only committee members who are faculty members of the University of

Maryland College Park shall have the right to vote on any matters of a committee's or subcommittee's competence. Without prejudice to the Dean's authority in regard to the constitution of committees as specified in article VII.1.k., the following shall be standing committees of the School.

A. Advisory Committee

1. Membership and Terms

The Advisory Committee shall be elected by the faculty from among the faculty to include three members from the Architecture program, one from the program in Historic Preservation and one from the program in Urban Studies and Planning. Appointments shall be for renewable terms of two years, except that initially one- and two-year appointments shall be made in order to preserve continuity. The Committee shall elect a Chair by secret ballot.

2. Duties and Responsibilities

The Advisory Committee shall be responsible for:

- a. Consulting with the Dean at least once a semester during the academic year on matters of interest and concern to the School, including budget decisions and facility planning.
- b. Serving as the conduit of information between the Dean and the Faculty.
- c. Assisting the Dean in the preparation and implementation of the School's Strategic Plan.
- d. Hearing any Faculty or Staff grievances and making recommendations to the Dean and Directors for the fair resolution of such grievances.
- e. Serving as a Committee on Committees to nominate slates of candidates from which the Dean or administrators above the School level may appoint members for all School committees or representatives to participate in the search, nomination, and review of administrators and units at any Campus and University level.

B. Educational Policy Committee (EPC)

1. Membership

EPC members shall be appointed by the Dean from among the Faculty to include four members from the Architecture program, (of which two from the Design area, one from the History/Theory area, and one from the Technology area), one from the Historic Preservation program and one from the Urban Studies and Planning program. This committee shall also include one undergraduate and one graduate student. The Dean shall designate a Chair from among the committee's membership.

2. Duties and Responsibilities.

The EPC shall be responsible for:

- a. Developing the long range educational goals and policies of the School.
- b. Periodically reviewing the educational programs and curricula and recommending measures to the Dean, Directors, and Faculty to ensure the most effective use of resources and an appropriate level of coordination among the various programs and areas.
- c. Maintaining compliance with the requirements for degree completion and recommending to the Dean, Directors, and Faculty any changes in courses and curricula as may be submitted by the Faculty, faculty committees, or the Student Assembly.
- d. In curricular matters internal to any of the programs of the School, the EPC shall report directly to the Director and Faculty of the program. A vote of the program Faculty and consent of the program Director shall constitute due process for changes in curriculum. Matters approved in this manner may then be forwarded to the Associate Dean and/or Dean for approval and appropriate action. In matters that involve modifications to more than one program of the School (i.e., joint degrees, certificate programs, and/or new programs) ratification of EPC policy shall be a matter of the Assembly of the School.

C. Appointment, Promotion and Tenure Committee (APT)

1. Membership

APT membership shall vary as a function of the rank of the individual whose appointment, promotion, or tenure award is being considered. In the case of appointment, reappointment, non-reappointment, or promotion to the ranks of Assistant or Associate Professor, membership shall include all tenured faculty members. In the case of appointment or promotion to the rank of Professor,

membership shall include all faculty members holding that rank. The Dean shall designate a Chair from among the committee's membership. The Chair shall serve for renewable two-year terms.

2. Duties and Responsibilities

The deliberations of the APT Committee shall be conducted in strict compliance with all applicable University and Campus policies and shall be confidential. The Committee shall be responsible for:

a. In accordance with University and Campus policy, developing and, when necessary, updating, specific criteria for the review, appointment, reappointment, non-reappointment, and promotion of faculty members.

b. Informing candidates for promotion about the policies, procedures, and criteria utilized in reviews at the School and Campus level. In the case of faculty members working toward an appointment that carries tenure, the APT Committee shall appoint one or more of its members to serve as mentors to that member, with the specific responsibility to review his/her progress toward tenure on an annual basis and provide him/her with a written summary of the review and, if appropriate, written recommendations for improvement. These reviews and recommendations are intended as a bona-fide assistance to candidates for tenure and in no case shall they constitute ground for a candidate's eventual appeal or grievance in the event that tenure is not recommended or awarded.

c. At its discretion, delegating to ad-hoc subcommittees the task of reviewing specific candidate's dossiers and making recommendations to the full APT Committee on the basis of those reviews. Such subcommittees may include faculty from units outside the School when appropriate to assess the performance of a candidate whose expertise is deemed underrepresented on the School's faculty.

d. Making written recommendations to the Dean in regard to all cases of appointment, promotion, non-promotion and award of tenure.

3. Meetings

APT meetings shall be called by the Committee chair. Written notice of such meetings shall be distributed to the membership with at least one-week advance notice.

a. Attendance at all APT Committee meetings is mandatory.

- b. In the event of Sabbatical leave, illness, or other extreme circumstances, a Committee member may be granted absentee voting privileges. Committee members who require absentee voting privileges must notify the Committee chair, in writing, in advance of the scheduled meeting.
- c. Proxy votes are specifically prohibited.
- d. A quorum of the Committee's eligible membership must be present at the time any vote is taken.