April 13, 2016

MEMORANDUM

TO: University Senate Members

FROM: Willie Brown
               Chair of the University Senate

SUBJECT: University Senate Meeting on Wednesday, April 20, 2016

The next meeting of the University Senate will be held on Wednesday, April 20, 2016. The meeting will run from **3:15 p.m. – 5:00 p.m.,** in the **Atrium of the Stamp Student Union**. If you are unable to attend, please contact the Senate Office[1] 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 website. 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. Special Order: Presidential Briefing

3. Approval of the April 7, 2016 Senate Minutes (Action)

4. Report of the Chair

5. Review of Shared Governance Procedure Implementation (Senate Doc. No. 15-16-09) (Information)

6. PCC Proposal to Establish a Bachelor of Arts in Public Policy (Senate Doc. No. 15-16-27) (Action)

7. Suggested Revision to the Academic Clemency Policy (Senate Doc. No. 14-15-29) (Action)

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

8. Revision of the University of Maryland Undergraduate Student Grievance Procedure (Senate Doc. No. 14-15-22) (Action)

9. Review of the Maryland Fire and Rescue Institute (MFRI) Plan of Organization (Senate Doc. No. 10-11-56) (Action)

10. New Business

11. Adjournment

University Senate

April 7, 2016

Members Present

Members present at the meeting: 93

Call to Order

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

Special Order: Presidential Briefing

President Loh reported that he had recently come from a press conference to unveil the final report on the Lincoln Project, which studied land grant and public research universities. He noted that part of this project discussed the funding model for these universities and how that model has shifted. The final report explains what public universities should do with decreasing state funding.

President Loh noted that the State Legislature had completed its operating and capital budgets. This year's budget has a $400 million surplus after last year's significant deficit. There will be a smaller increase in tuition this year for students and a 2.5% merit increase for faculty and staff. He added that all of the University's capital projects were funded this year.

President Loh noted that Governor Hogan allowed SB1052, the University of Maryland Strategic Partnership Act of 2016 to become law although he did not sign it. Governor Hogan supports the partnership, but the addition of money for other University System of Maryland institutions is not consistent with his goal of fiscal responsibility. President Loh noted that this bill codifies the current relationship through MPower into law. This bill also includes $6 million for research funding.

Chair Brown thanked President Loh for his remarks and reminded Senators that they would receive a link following the meeting to provide feedback on the briefing.

Approval of the March 9, 2016, Senate Minutes (Action)

Chair Brown asked for additions or corrections to the minutes of the March 9, 2016, meeting; hearing none, he declared the minutes approved as distributed.

Report of the Chair
Committee Volunteer Period
Chair Brown 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 encourage volunteers to serve on a committee by going to the Senate website: www.senate.umd.edu. He especially encouraged faculty to volunteer and engage their

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A verbatim recording of the meeting is on file in the Senate Office.

colleagues as well. The deadline to volunteer is April 30, 2016.

Remaining Senate Meetings
Chair Brown reminded Senators that there are now three more Senate meetings this academic year. The next meeting would be held on April 20th and an extra meeting has been added to the schedule on April 28th. This will now be the last business meeting of the semester for any outgoing Senators. He noted that the Senate would have several time-sensitive issues presented at this meeting and expressed importance of a quorum to conduct business. He stated that he hoped that many of the senators would be able to attend this important meeting.

The May 5th Transition Senate Meeting will be for all continuing and incoming senators. On May 5th, the Senate will elect its next Chair-Elect, Jordan Goodman will take over as Chair, and the Senate will then vote for the elected committees of the Senate. The names of candidates running for the various committees and their candidacy statements will be distributed on April 21st.

Update to the Strategic Plan for the University of Maryland (Senate Doc. No. 15-16-26) (Action)

Chair Brown reminded Senators that Provost Rankin made a preliminary presentation to the Senate at the September 10th meeting. He also noted that the draft Plan was discussed at the February 11th meeting and a campus-wide forum was held on February 18th. Chair Brown welcomed Provost Rankin to give a brief presentation of the finalized Strategic Plan Update.

Provost Rankin provided background on the Strategic Plan Update and noted the areas that had been changed since the last presentation.

Provost Rankin reported that the timeframe for this update had been extended until 2022 and that many parts of the 2008 Plan are still true so there is no need to update those parts. She also added that many of the 2008 goals have been completed. Since the 2008 Plan, President Loh has become president, UMD has entered the Big Ten Conference, and the College Park community has seen significant improvement. Improving the budget process; equity, diversity, and inclusion; and continued research funding are major goals of the Strategic Plan Update.

Provost Rankin stated a commitment to undergraduate education with new approaches to teaching including experiential and project learning have been great successes that will continue. In graduate education, graduate fellowship funding is still needed, which will be a major focus of the next capital campaign. In research and scholarship, UMD will create an environment for world-class research and innovation. UMD will also work to continue to improve the quality of life in College Park. The MPower partnership will continue to expand and provide world-class research. New fundraising initiatives, capital projects, and arts and humanities education will all contribute to improving UMD's campus and the community.

Provost Rankin noted that UMD's involvement in the Big Ten Conference and the Committee on Institutional Cooperation (CIC) have raised the national profile of UMD. The

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University has also implemented several administrative modernization processes to streamline operations. Provost Rankin provided a summary of costs and new faculty and staff that would be needed to implement the Strategic Plan Update.

Chair Brown thanked Provost Rankin for her remarks and recognized Chair-Elect Goodman.

Chair-Elect Goodman made a procedure motion on behalf of the Senate Executive Committee as follows:
Each speaker will be given two minutes to discuss the Strategic Plan Update and any amendments thereto. A speaker may only speak a second time once everyone else has had an opportunity to speak.

The motion to limit the time of each speaker was seconded.

Chair Brown opened the floor for discussion of the motion; hearing none, he called for a vote on the motion. He noted that the motion required a 2/3 vote in favor to pass. The result was in 80 favor, 3 opposed, and 1 abstention. **The motion to limit the time of each speaker passed.** Brown noted that a timer would be displayed on the screen for each speaker.

Chair Brown noted that the Senate Office had put out a request for amendments in advance of the Senate meeting. He stated that voting senators could make and second amendments on the floor but previously submitted amendments would be considered first. Brown also stated that the discussion and amendments would be discussed in order of the following ten categories: Education, Research and Scholarship, Strategic Partnership with UMB (MPower), Arts & Humanities, Athletics, Greater College Park, Equity, Diversity, Inclusion, Modernizing Administrative Procedures, Implementation, and Other.

Brown stated that the Senate would start with the introduction section of the Strategic Plan Update. He recognized Jordan Goodman, Chair-Elect to present an amendment on behalf of the SEC.

Chair-Elect Goodman made a motion to amend page 1, between paragraphs 3 and 4. He noted that the previously submitted motion had since been amended as follows in **blue bold**:

We also reiterate the core values of the University as stated in the 2008 plan – excellence in every part of the institution and every member of the University; diversity and inclusiveness of students, faculty and staff; innovation and creativity in academic programs, research, and administrative functions; the highest ethical standards in all university actions; civility and collegiality in our determination to be a broad, welcoming, and diverse community; and a commitment to openness and accountability through shared governance – continue to underlie and be reflected in all University activities and throughout this update to the strategic plan.

The motion was seconded.

Chair Brown opened the floor to discussion of the amendment; hearing none, he called for a vote on the amendment. The vote was 80 in favor, 2 opposed, and 1 abstention. **The amendment passed.**

Brown opened the floor to any additional discussion or amendments of the introduction section of the Plan; hearing none he opened the floor to discussion or amendments of the Education section of the Plan. There was no discussion.

Chair Brown opened the floor to discussion or amendments of the Research and Scholarship section of the Plan.

Brown recognized Dean Ball to present his amendment.

Dean Ball, College of Behavioral and Social Sciences made a motion to amend page 9, paragraph 6 as follows:

Similar infrastructure needs exist in many other areas of the University, and will require aggressive capital improvement investments. For example, the ~~geographical sciences need~~ **Department of Geographical Sciences in the College of Behavioral and Social Sciences needs** on-campus space. The Colleges of Agriculture and Natural Resources, Information Studies, and the Schools of Public Policy, Public Health, and the Robert H. Smith School of Business all need more space. Language researchers and scholars need improved facilities. In addition, there is a very great need for additional improved physical science, chemistry, and biological research space.

The motion was seconded.

Chair Brown opened the floor to discussion of the amendment; hearing none, he called for a vote on the amendment. The result was 62 in favor, 13 opposed, and 5 abstentions. **The amendment passed.**

Chair Brown opened the floor to any additional discussion or amendments to the Research and Scholarship section of the Plan. There was no further discussion.

Chair Brown opened the floor to discussion of the Strategic Partnership with UMB (MPower) section of the Plan; hearing none, he opened the floor to discussion or amendments to the Arts & Humanities section of the Plan.

Chair Brown recognized Dean Thornton Dill to present her amendment.

Dean Thornton Dill, College of Arts and Humanities, made a motion to amend page 12, paragraph 4 as follows:

The Maryland Institute for Technology in the Humanities (MITH) — an internationally recognized leader in research and development in the field — **in collaboration with the College of Arts and Humanities and the Center for Synergy** recently received more than $1 million from the Mellon Foundation to develop digital capacity in the field of African American literature and history.

A verbatim recording of the meeting is on file in the Senate Office.

The motion was seconded.

Chair Brown opened the floor to discussion of the amendment; hearing none, he called for a vote on the amendment. The result was 77 in favor, 4 opposed, and 1 abstention. **The amendment passed.**

Chair Brown opened the floor to any additional discussion or amendments of the Arts & Humanities section of the Plan; hearing none, he opened the floor to discussion or amendments to the Athletics section of the Plan. There was no discussion.

Chair Brown opened the floor to discussion or amendments of the Greater College Park section of the Plan.

Chair Brown recognized Senator Aparicio-Blackwell to present her amendment.

Senator Aparicio-Blackwell, exempt staff, made a motion to amend page 17, the first full bullet point, as follows:

Office of Community Engagement: In addition to enlisting university volunteers to work in College Park and neighboring communities, the office runs programs that bring university services to youth and challenged families. ~~The Center for Educational Partnership fosters academic enrichment, parenting support, adult education, recreational, and cultural programs to benefit nearby Riverdale Park. The Northwestern High School Partnership works at this neighboring public school to cut drop-out rates and prepare students for higher education success.~~ **The Office's mission is to build connections with schools, community associations, and non-profit organizations in the local community which, in turn, will facilitate partnerships with student groups, colleges and units on campus. In the end, our goal is to develop stronger and trusted community- based projects to make the greater university community a "Top 10 College Town."**

The motion was seconded.

Chair Brown opened the floor to discussion of the amendment.

Senator Simon, faculty, School of Architecture, Planning, and Preservation, noted that the new language was an improvement and asked if eliminating the names of the specific partnerships meant that the University was dropping those partnership or if it was just designed to create a more open-ended framework.

Senator Aparicio-Blackwell noted that the Office of Community Engagement is currently assessing the projects that were named and wanted to make it a more open framework.

Hearing no further discussion, Chair Brown called for a vote on the amendment. The result was 78 in favor, 4 opposed, and 1 abstention. **The amendment passed.**

Chair Brown opened the floor to any additional discussion or amendments to the Greater College Park section of the Plan; hearing none, he opened the floor to discussion or amendments to the Equity, Diversity, Inclusion section of the Plan.

Senator Stevenson, non-tenured research faculty, made a motion to amend the last sentence of the introductory paragraph on page 17 of the equity, diversity, and inclusion section as follows:

This is reflected in the rising success and diversity of undergraduate and graduate students, faculty, and staff; the focus and impact of our educational initiatives, **offices and staff dedicated to diversity programming,** research, scholarship, and creative activities; our community engagement and service; and efforts to maintain an inclusive campus climate.

The motion was seconded.

Chair Brown opened the floor to discussion of the amendment; hearing none, he called for a vote on the amendment. The result was 72 in favor, 5 opposed, and 1 abstention. **The amendment passed.**

Chair Brown opened the floor to discussion or amendments to the Modernizing Administrative Procedures section of the Plan. There was no discussion.

Chair Brown opened the floor to discussion or amendments of the Implementation section of the Plan. There was no discussion.

Chair Brown opened the floor to any additional discussion or amendments to the Strategic Plan Update; hearing none, he called for a vote on the Plan as amended. The result was 74 in favor, 7 opposed, and 2 abstentions. **The proposal passed.**

New Business
There was no new business.

Adjournment
The meeting was adjourned at 4:50 p.m.

A verbatim recording of the meeting is on file in the Senate Office.

Introduction

The University of Maryland has a long standing commitment to shared governance. The 2008 Strategic Plan states that "shared governance ensures that all members of the University family have an opportunity to participate in its course. A continued commitment to openness and accountability is critical to the University's success." In addition, the University's Plan of Organization for Shared Governance notes that "shared governance at the University means governance shared among faculty, staff, students, and administrators at all levels, and includes forming and articulating a vision for the University". A two-way dialog between the University Senate and the administration is a critical element of shared governance at Maryland.

Shared Governance Procedures

Based on our University's principles of shared governance, the Senate leadership developed a series of actionable procedures to increase communication, inclusiveness, transparency, engagement, awareness, and trust. These procedures were intended to improve not only communication and relationships between the Senate, SEC, and the administration, but also to improve our working efficiencies and enhance the awareness of the campus community on the impact that the Senate's activities have on their daily lives and the importance of shared governance. The specific procedures/recommendations are as follows:

1. The President shall have a standing agenda item at each Senate meeting to provide perspective on relevant campus issues. There has been a tool developed for all senators to make recommendations for the President's presentation, and to provide feedback on a presentation. As is to be expected, there will be times when the President cannot attend.

2. Owing to the academic and procedural actions that the Senate undertakes, and because the Provost is the chief academic officer and many important issues fall under the purview of the office, the Provost will strive to attend most meetings of the Senate, and will have a special order of the day as needed to provide for mediated discussions.

3. A protocol has been put in place to facilitate contact with the Senate Chair and Senate Leadership regarding any issue the President and/or Provost may wish to discuss or receive advice upon.

4. For important matters that are not emergencies, the Chair will work with the President/Provost or their assigned representative and the Director of the Senate to arrange for a meeting and/or conference call with the Senate leadership and/or the SEC.

5. The Senate Chair shall provide a brief update of the major issues discussed when giving the Chair's Report at the subsequent SEC and Senate meetings.

6. The Senate Chair will periodically be invited to attend meetings of the Council of Deans to provide information about the shared governance process and structure, to offer Senate input regarding current issues, and to gain information from the deans on issues that they see as important or developing. This information shall be provided to the SEC and Senate

as appropriate.

7. The Senate office shall provide summary slides following each Senate Meeting. These slides shall be posted on the Senate website for download by senators and the campus community.

8. Senators are tasked with serving as a conduit between the campus community and the Senate by engaging their constituents and collecting feedback on issues within the Senate. This can be accomplished by consulting directly with constituents on matters of concern, sharing constituent concerns during the discussion of specific recommendations, and by communicating summary slides following each Senate Meeting.

9. Deans are voting members of the Senate. Many Senate discussions could be enhanced through increased active participation. All college/school assemblies are encouraged to add an ex-officio seat of some kind for an elected senator from their college and school in order to bolster opportunities for information sharing between governance bodies (which would also help faculty know who their Senators are). The assemblies are encouraged to make time available in their agendas for updates from a Senate representative.

10. The SEC will partner more with deans to ensure that there is information sharing taking place through a special President's Breakfast meeting once a year.

11. The Senate leadership should have an annual fall semester meeting with the leaders of the SGA and GSG to share information and ideas about the year ahead and to encourage effective interaction between groups.

12. The SGA and GSG are encouraged to add an ex-officio seat for a senator; the SGA and GSG are also encouraged to make time available in their agendas for updates from a Senate representative.

13. We are creating a training session for new ERG Committee members that focuses on the principles of shared governance and the tools and documents the committee will refer to throughout the year.

14. On the ERG committee, we will use subcommittees on Plan reviews that will carry over between years and allowing members of the subcommittee to continue to serve on the subcommittee after their term on the full committee expires. This will minimize restarting a review because of new members of the committee.

15. New senator and new committee member PowerPoints will be easily accessible and available on the homepage of the Senate website for interested members and for those who are considering participating in the Senate and its subcommittees.

16. The Senate leadership will spread a greater general awareness of what the Senate is doing via direct email messages from the Senate Chair to the campus community. For these emails, the Senate Chair will identify a current major topic of discussion and inform the campus about the pending action (the email shall attempt to weave in specific messages about how participation in the Senate directly affects the campus in meaningful ways, how active participation is necessary and important, and how commitment to shared governance

betters the campus community); this may be a good time to also re-cap what is on the agenda for upcoming meetings

17. While most of us have access to computers, there are some of us that do not. With that in mind the Senate office will identify annual events/opportunities that would be of interest to staff who do not have regular access to computers; the Senate office will create engaging flyers and share them directly with FM Human Resources for outreach to staff in Facilities Management and Residential Facilities, and with Student Affairs for outreach to staff in Dining Services and Transportation Services.

Charge to the SEC

At the October 10, 2015 Senate meeting, the University Senate approved a motion to charge the SEC with reviewing the recommendations for shared governance outlined in the Chair's Report from September 10, 2015, and report back to the Senate on their findings no later than the April 2016 Senate meeting. Specifically, the SEC should be charged with determining:
- Is there improved engagement with the President and Provost?
- Is there improved opportunity to provide informed input and feedback for substantive issues that impact faculty, staff, and students?
- Is there is an improvement in awareness and communication within the campus, colleges, schools, and units regarding the activities of the Senate? Has this led to increased engagement?

SEC Review

The SEC discussed the charge and agreed to create a subcommittee chaired by the Chair-Elect, Jordan Goodman. The sub-committee would be tasked with evaluating the implementation of the procedures and reporting back to the full committee. The subcommittee initially developed a series of questions to assess the implementation of the procedures as outlined below:

Is there improved engagement with the President and Provost?
1. Has the President provided briefings regularly at Senate meetings?
2. Have senators been given an opportunity to provide topics for the briefings?
3. Have senators been given an opportunity to provide feedback on the briefings?
4. Has the Provost attended Senate meetings regularly and participated when appropriate?
5. Has the interaction between the Senate and APAC been effective?

Is there improved opportunity to provide informed input and feedback for substantive issues that impact faculty, staff, and students?
1. Has there been more consultation between the Senate/Senate Executive Committee/Senate leadership and the Administration on issues that affect the campus?
   a. The Strategic Plan Update
   b. The administrative modernization initiatives, including outsourcing of services
   c. Setting academic priorities
   d. New academic partnerships
   e. New research initiatives
   f. Major construction efforts
   g. Plans for restricted research

        h.   Major changes to academic programs
        i.   Other strategic initiatives

Is there an improvement in awareness and communication within the campus, colleges, schools, and units regarding the activities of the Senate? Has this led to increased engagement?
1. How has the Senate outreach effort increased engagement of the Faculty, Staff and Students?
2. Have senators been using the meeting summaries to distribute information to their constituencies?
3. Have more people been voting?
4. Have more people been attending Senate meetings?

The subcommittee also collected data from the Senate Office regarding implementation specifics as well as attendance and voting records over the last five years. Based off this information an assessment was made on the areas outlined above. These findings were presented to the full committee at its meeting on April 4, 2016 before being finalized and approved for submission to the full Senate.

Assessment

Is there improved engagement with the President and Provost?

President Loh has made a concerted effort to attend Senate meetings and provide briefings on topics submitted by senators. The President provided briefings at three regular meetings thus far and also provided his annual State of the Campus address. He was unable to attend the February meeting because of obligations in Annapolis and the Senate leadership agreed to cancel the briefing in March because of the the campus-wide forum on March 3, 2016, which would already give the Senate and the campus community an opportunity for direct engagement with the President. Senators were provided an opportunity to give feedback following each briefing. There have also been additional opportunities for engagement, including a whole-day retreat between the SEC and the President and Vice Presidents and monthly meetings between the President and the Senate leadership.

Provost Rankin has also attended the majority of the Senate meetings this year. She provided an overview of the initial strategic plan update process at the September meeting. She was unable to attend the February meeting where the draft Strategic Plan Update was presented to the Senate because of obligations in Annapolis but made arrangements for Associate Provost Beise to provide the presentation and take comments and feedback back to her. In addition, she attended a Senate-sponsored campus-wide forum to get feedback directly from senators and the campus-wide community. Provost Rankin presented the final strategic plan update to the Senate for a final vote on April 7, 2016. The Provost has also continued the practice of meeting with the three chairs of the Senate (past, present, and chair-elect) on a monthly basis. She has also come to the SEC meetings on August 26, 2015 to report on the 2020 workgroups, the strategic plan, budgeting issues, and Dean searches; and again on February 19, 2016 to discuss a new cyber security initiative that the campus is considering.

The Academic Planning Advisory Committee (APAC) was largely dormant since 2012. This year the committee was reconstituted, with input from the SEC on its membership. Historically, the Senate Chair or Chair-Elect had been a sitting member on the committee but the Provost decided that the new membership would not have anyone from the Senate leadership. Instead, the Provost, in consultation with the Senate Chair and APAC, agreed to have a representative of APAC provide updates to the SEC in order to preserve the previous line of communication provided by the Senate Chair and Chair-Elect. APAC met three times this year. The APAC

representative provided a brief overview of the committee's work thus far at its meeting on March 21, 2016.

Is there improved opportunity to provide informed input and feedback for substantive issues that impact faculty, staff, and students?

As noted above, the Senate and the campus community have been engaged in reviewing and providing feedback on the Strategic Plan Update. This process followed historical practice of discussing initial principles, providing an opportunity for feedback on a draft document, and reviewing and approving the final version prior to approval by the President. In addition, the campus community, Senate leadership, SEC, and Senate were all engaged in the process.

As mentioned above the Provost did meet with the SEC twice, once to discuss administrative matters and a second time to present a specific significant research and academic initiative that involved restricted research. The President held a whole-day retreat with the SEC and the President's cabinet in September for a briefing and discussion of administrative structures and plans. The President also met with the SEC to discuss the Strategic Partnership Act of 2016 (SB1052) when that arose. The President provided a broad overview of major construction projects on campus as well as development projects in the surrounding community during his State of the Campus Address. The Chair of the Flagship 2020 Commission met with the SEC in November 2015 to provide an update of the Commission's work to date and noted the importance of including feedback from stakeholders in the process before recommendations are announced and implemented. There have been limited discussions between the Provost and the Senate chairs regarding the administrative modernization initiatives and academic programs throughout the year. However, there was little or no discussion of specific proposals related to these issues with the SEC or the Senate. In addition, there has been no discussion regarding setting academic priorities, new academic partnerships, or other research initiatives. Recently, the campus has started a "Thriving Workplace Initiative". This was presented to the SEC after it was set in motion.

Is there is an improvement in awareness and communication within the campus, colleges, schools, and units regarding the activities of the Senate? Has this led to increased engagement?

The Senate Office has provided summaries shortly after each meeting in three different formats (Word, PDF, and PowerPoint). Senators have been encouraged to distribute the summaries to their constituents, but not all have found an effective means to do so. The Senate leadership met with student representatives and learned that they were not aware of effective pathways to communicate with their constituents. The Senate Office contacted all of the Dean's offices to compile a list of effective communication pathways and contact individuals in each college or school. This information was shared with the undergraduate student senators. The Senate Office is working to identify similar information for the graduate students but graduate students also agreed to work with the Graduate Student Government to disseminate information. The Senate leadership consulted with the faculty and staff senators to discuss communication pathways as well. There was a strong consensus that faculty listservs for each unit would be help facilitate the distribution of material. Because staff constituents are not grouped within colleges or units, the Senate has not yet developed effective means of communication for the staff.

Attendance information from Senate meetings over the last five years was reviewed. The data shows that attendance has increased slightly by about 6%, which is only a marginally significant increase. Changes to many of the constituency categories were approved in the new Plan of Organization for Shared Governance. This election year was a transition period where constituents were moved into the newly defined categories so there were fewer vacancies. As a result, this decreased the pool of eligible voters making it difficult to assess voting trends.

Summary & Recommendations

There has been significant progress in improving some aspects of shared governance since the beginning of the school year. The new procedures that were put in place have helped with increased engagement with the President, Provost, and campus community. The President and Provost have shown a commitment to actively attending and participating in Senate meetings, as appropriate. New lines of communication between the Senate and its constituencies have been opened. In addition, the reconstitution of APAC provides an opportunity for faculty to be consulted on important academic issues. These steps will likely strengthen shared governance by allowing the campus community to be informed on the direction of the University, but they also need to provide opportunities for the campus community to give feedback to the administration in a meaningful way on important issues that impact the campus.

While these steps provide a strong foundation, there is still significant work that needs to be done. The Senate and the administration need to continue to make a strong commitment to engaging the campus community, but they also need to assess the effectiveness of that engagement. Specifically, it is important to recognize that appropriate context and information is needed in order to receive substantive feedback and just providing information is not the same as engaging in substantive discussion.

Following this assessment and a review of the issues that arose this past year, it is clear that there are some issues that were handled effectively, others that should be reevaluated for improved engagement, and still others that should be included in the future.

- The Strategic Plan Update was an excellent example of effective engagement with the Senate and the campus community.
- The reconstitution of APAC is a positive advancement, but the level of interaction with the Senate needs to be reconsidered. It would be more effective to either allow a faculty representative from the SEC to sit on APAC and report back at each SEC meeting or have the APAC representative provide more regular updates so that the information and feedback is more timely.
- The renaming of Byrd Stadium was considered by a working group (appointed by the President) that included the Senate Chair. The SEC independently passed a resolution endorsing the name change; however, the Senate, as a body, was not given an opportunity to weigh in on the decision before it was made. While the President is tasked with making the final decision on issues such as this, it might have been helpful in his decision-making process to have the perspective of the Senate, which is elected to represent faculty, staff, and students.
- President Loh discussed the Strategic Partnership of 2016 (SB1052) with the SEC and also held a campus-wide forum to give a brief overview and collect feedback on the bill. Following that discussion, the Senate independently voted to express its support of the partnership. If the bill passes, the Senate should be given an opportunity to provide feedback about new programs and other elements of the bill that would affect the campus community.
- The cyber security initiative that involves restricted research, but also has academic implications was presented to the SEC. As of yet, there have been no opportunities for the Senate to provide feedback on this initiative. Broader engagement of the Senate and campus community on this and other research initiatives could provide a more comprehensive perspective.
- The administrative modernization review process and briefings from the working group chairs were presented to the SEC. The process of developing a new budget model has been mentioned to the Senate leadership but not discussed extensively. Because these

initiatives have the potential to have a significant impact on the entire campus community, it is important to get feedback from the Senate and the campus community before they are finalized and implemented.

- The Senate should be given an opportunity to weigh in on any significant changes to academic programs.
- An area where there still appears to be a significant lack of transparency is how academic priorities are set. The Senate should be educated on the prioritization process and given an opportunity to weigh in on the direction that the campus is taking.
- Campus leadership should set an inclusive tone for shared governance. While the deans and chairs do provide input on major initiatives, it should be expected that they solicit feedback on these issues from the constituents of their colleges and departments. Shared governance needs to reach everyone.
- The administration should consider the presentation of issues within a timeframe that could include input from the Senate, when feasible.
- A broad overview of major construction projects and redevelopment opportunities for the surrounding community was provided in the State of the Campus address. It is important that the campus community be provided opportunities to offer feedback on these initiatives and continue to be updated on these and other projects that may arise so as to create a better understanding of the vision for the campus and the City of College Park.
- The Senate has made strides in opening lines of communication with its constituents, but it is clear that awareness and engagement will require additional effort and time. The Senate should continue to consider additional opportunities to use a broad range of tools to engage the various constituencies most effectively. The deans, department chairs, and vice presidents should work with senators to facilitate this communication.
- The Senate should find opportunities to increase attendance at Senate meetings and increase participation in the campus-wide elections process.

While engagement between the Senate and the administration and between the Senate and the campus community has improved over the past year, more work still needs to be done. The procedures put in place this year should be reviewed, revised, and expanded to meet the needs of the campus and its constituents. The Senate leadership should continue to work with the administration to improve procedures to enhance shared governance at the University and continue to develop new ways to engage the campus community in the work of the Senate.

Senate Document #:	15-16-27
PCC ID #:	15047
Title:	PCC Proposal to Establish a Bachelor of Arts in Public Policy
Presenter:	Andrew Harris, Chair, Senate Programs, Curricula, and Courses Committee
Date of SEC Review:	April 4, 2016
Date of Senate Review:	April 20, 2016
Voting (highlight one):	1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	The School of Public Policy proposes to offer a new Bachelor of Arts degree program in Public Policy. The most difficult and intractable problems of our time—poverty, access to quality education, unemployment, security, health care, and climate change—require sound public policy solutions. This program will equip students with competence in analytical skills, supported by theory and data, to prepare them for careers related to public service and policy-making in the public, private, and non-profit sectors. The major will have two distinctive components: 1) core foundational skills critical for the analysis of policy problems and solutions; and 2) the application of these skills and competencies to address challenges in the real world by engaging with the policy process at local, state, national, and global levels. The Public Policy program will be interdisciplinary, integrating topics and coursework from business, philosophy, history, information studies, economics, sociology, and government and politics. The proposed program will require 62 credits composed of core requirements and focus-area electives. Benchmark courses for the major include the following: PUAF100 Foundations of Public Policy (3 Credits); HIST201 Interpreting American History 1865-Present (3 Credits); STAT100 Elementary Statistics (3 Credits); and PUAF101 Great Thinkers on Public Policy (3 Credits). Other core requirements include ECON200 Principles of Microeconomics, and 34 PUAF credits at the 200, 300, and 400-levels, including courses in ethics, governance, pluralism, and analysis. Along with

	the program's core requirements, students may choose an area of focus to delve deeper into a particular policy area or subject. These students choose four courses from one of three focus areas: sustainability, public leadership, and nonprofit and social change leadership. Students who do not choose a focus must select at least two courses from the focus course list and two other electives approved by the program. The program has a substantial experiential component. Students at the junior level will take PUAF306 (Public Policy Analysis in Action), in which student teams work to analyze and develop strategies to address real-world social problems. This training will continue in PUAF400, a Senior Capstone course that will also involve student teams working on real world problems with real organizations. As a third experiential component, students will be required to do either an internship or have a relevant study abroad experience. This proposal was reviewed and recommended by the Senate Programs, Curricula, and Courses committee at its meeting on April 1, 2016.
Relevant Policy # & URL:	NA
Recommendation:	The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this program.
Committee Work:	The committee considered this proposal at its meeting on April 1, 2016. Nina Harris and Philip Joyce of the School of Public Policy presented the proposal. After discussion, the committee voted to recommend the program.
Alternatives:	The Senate could decline to approve this new program.
Risks:	If the Senate declines to approve this new program, the University will lose an opportunity to create undergraduate degree program that is well-suited to the expertise of the School of Public Policy and the innumerable public policy resources of the Washington, DC, area.
Financial Implications:	Creation of a new undergraduate major will require additional resources, as indicated in the proposal. The School of Public Policy has sufficient resources to initially launch the program, and a combination of reallocated funds from the campus and external funding will be sought. Financial need will be evaluated on an annual basis for the first several years of the program until it reaches its full implementation.
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.

University of Maryland PCC
Program/Curriculum/Unit Proposal

PCC Log No:	15047

Program: Public Policy

Department/Unit:

College/School: Public Policy

Proposal Contact Person (with email): Philip Joyce (pgjoyce@umd.edu)

Type of Action (check one):

- [ ] Curriculum change (includes modifying minors, concentrations/specializations and creating informal specializations)
  - [ ] Curriculum change is for an LEP Program
- [ ] *Rename a program or formal Area of Concentration*
- [ ] *Establish/Discontinue a formal Area of Concentration*
- [ ] Other:

- [x] *Establish a new academic degree/certificate program*
- [ ] Create an online version of an existing program
- [ ] Establish a new minor
- [ ] *Suspend/Discontinue a degree/certificate program*
- [ ] Establish a new Master or Certificate of Professional Studies program
  - [ ] New Professional Studies program will be administered by Office of Extended Studies

Italics indicate that the proposal must be presented to the full University Senate for consideration.

Approval Signatures - Please <u>print</u> name, sign, and date. For proposals requiring multiple unit approvals, please use additional cover sheet(s).

1. Department Committee Chair _____

2. Department Chair _____

3. College/School PCC Chair ___ *Philip G. Joyce* [signature] 1/27/16

4. Dean ___ Robert C. Orr [signature] 1/28/16

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

6. Chair, Senate PCC _____

7. University Senate Chair (if required) _____

8. Senior Vice President and Provost _____

Instructions:
When approved by the dean of the college or school, please send the proposal and signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus-5031, **and** email the proposal document as an MSWord attachment to pcc-submissions@umd.edu.

Summary of Proposed Action (use additional sheet if necessary):
This is a proposal to create a new Bachelor of Arts Program in Public Policy at the University of Maryland. This interdisciplinary Public Policy major will focus on using analytical decision-making to study an array of subjects ranging from the processes of making, implementing and evaluating government policies to the ethical evaluation of contemporary social problems, both domestic and international. The major will have two distinctive components: 1) core foundational skills critical for the understanding and analysis of problems and proposed solutions; and 2) the application of these skills and competencies to address challenges in the real world by engaging with the policy process at local, state at national levels through real-time projects. The major in Public Policy at the University of Maryland will equip students with competence in analytical skills, supported by theory and data, to prepare them for careers in public service, policymaking, and the public, private, and nonprofit sectors.

Unit Code(s) (to be entered by the Office of Academic Planning and Programs):

PROPOSAL FOR

NEW INSTRUCTIONAL PROGRAM

UNIVERSITY OF MARYLAND

PUBLIC POLICY

SCHOOL OF PUBLIC POLICY

DEAN ROBERT C. ORR

January 29, 2016

Award to be offered
BACHELOR OF ARTS DEGREE

Table of Contents

I. OVERVIEW AND RATIONALE

A. Briefly describe the nature of the proposed program and explain why the institution should offer it

Poverty, access to quality education, unemployment, and climate change are among the many complex issues that demand attention in our society. They have been defined as "wicked" problems, or problems with no solutions, only temporary fixes and inefficient resolutions[1]. For these problems, solutions must often be forged through joint action and analyses that are consistent with multiple societal interests.

These are public policy problems and they are growing ever larger and more complex, with both global and domestic impact. Public policy affects every aspect of our daily lives, but we often fail to recognize or understand its impact. Understanding who makes important policy decisions, in what manner and based on what evidence is vitally important. So too is the critical step of translating policy decisions into results. They also increasingly stretch across many disciplines, ranging from the natural sciences and engineering to the humanities and social sciences. This calls for the rigorous analysis of details and the capacity to weigh multiple and often equally compelling choices. It requires an understanding, woven together from a foundation of many academic disciplines, of the strategies needed to turn policy choices into action and impact.

The goal of the undergraduate major in Public Policy at the University of Maryland is to help students understand the values and perspectives that shape policy problems and the way in which policies are designed and implemented to address those problems. At the core of this undertaking is the development of students' ability to make a positive impact on the greatest number of people. The curriculum and all other aspects of the major at Maryland will seamlessly integrate both the international and domestic, will be highly experiential in nature and will develop individuals imbued with a deep sense of responsible citizenship – able to understand and make a positive impact on some of the world's most challenging problems.

Public policy is interdisciplinary by nature. Mastering it requires the integration of knowledge from many disciplines to fully understand the problems at stake and offer viable solutions. The Public Policy major at Maryland will draw upon the knowledge and experience usually gained through studying separate disciplines, such as business, philosophy, history, information studies, economics, sociology, and government and politics. Only through a coordinated exposure to these fields can a student understand how they interact in the world of public policy.

With this major, we seek to contribute to the broad goals of liberal arts education. The frame for the undergraduate major will use relevant curricular elements from our interdisciplinary experience at the graduate level to foster the undergraduate liberal arts goals of critical thinking; how to read intelligently and write with brevity, clarity and persuasiveness; and how to think beyond the confines of one's own experience, popular view, cultural limits and disciplinary frameworks.

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[1] Harmon, Michael M. and Mayor, Richard T. *Administration, Organization Theory for Public.* Glenview, IL: Scott, Foresman, 1986.

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The major will have two distinctive components: 1) core foundational skills critical for the understanding and analysis of policy problems and the development of solutions; and 2) the application of these skills and competencies to address challenges in the real world by engaging with the policy process at local, state, national, and global levels through real-time projects. The major will connect students to scholars and practitioners to provide an education uniquely suited to creating innovative and entrepreneurial future leaders.

In addition to innovative classroom experiences, undergraduate Public Policy majors will take advantage of our geographic location and participate in first-rate internships, study abroad excursions, rigorous research assignments, and numerous other experiential learning opportunities. They will have exposure to a world-class set of speakers, ranging from foreign ambassadors to regional leaders, who are already an integral part of the School's rich intellectual life. Students will have the opportunity to learn and apply diverse approaches to leadership and citizenship in a multicultural society.

B. Need and Connection to the Mission of UMD

The discipline of public policy emerged after World War II, as part of a problem-based effort to strengthen the decision-making and implementation of public affairs. Public policy weaves together particular elements of many other disciplines: philosophy (what is a good decision, and how can we produce it?); operations research (what does a policy system look like, and how can we improve it?); political science (how do the elements of the governmental process work, and how can we most effectively navigate it?); and especially economics (what decisions would maximize benefits to society at the lowest cost?). Indeed, economics has proven the most important disciplinary contributor to public policy, but public policy also draws very heavily on these other disciplines. It also brings in elements of public health, city planning, foreign affairs, engineering, mathematics, the biological sciences, and many other disciplines. Public policy thus is not a subfield of any other discipline but a truly interdisciplinary approach, which focuses on solving policy puzzles and draws on these other disciplines as appropriate to understand policy problems and to devise the best solutions.

Public policy focuses especially on analysis, to integrate the approaches of different disciplines in an effort to produce the best policy decisions and the most effective policy implementation. That fundamental unit of analysis differs from the approach of other disciplines. Economics, for example, focuses principally on efficient resource allocation in decisions without exploring how to carry out those decisions. Philosophy focuses on understanding driving principles and how they affect actions, but it does not focus on quantitative tools. Political science deals with government's processes and institutions, but it does not bring in the policy-analytic tools of microeconomics and econometrics. Public policy weaves these approaches together in a tight focus, with a special concentration on problem solving in individual policies.

Public policy thus is a discipline in its own right, not a subpart of any other discipline. It has a 70-year tradition that has become robust and effective, in scholarly research, public service, and education.

The interdisciplinary Public Policy major focuses on using analytical decision-making to study an array of subjects ranging from the processes of making, implementing and evaluating government policies to the ethical evaluation of contemporary social problems, both domestic and international. These analytical skills, supported by theory and data, will prepare students for careers in public service, policymaking, and the public, private, and nonprofit sectors. The major, and the curriculum, will treat public policy problems not as domestic problems or international problems, but as issues that have both a global and local focus.

Creating a new major in Public Policy will make the University of Maryland more competitive in the Big Ten Conference. We are in the minority when it comes to Big Ten Schools as only the University of Illinois, University of Maryland, Purdue University, and the University of Wisconsin currently do not offer degrees in Public Policy or Nonprofit Management. Aspirational schools such as Princeton University, Northwestern University, University of Virginia, University of Michigan, Duke University, and University of North Carolina at Chapel Hill, all offer undergraduate majors in Public Policy.

A new major in Public Policy will advance the University of Maryland's Strategic Plan. The updated 2020 goals state that our university must engage students in "social, ethical and cultural concerns; stimulate their intellectual curiosity; educate them for civic responsibility; and develop creative and critical reasoning skills to prepare them for a lifetime of inquiry, productivity, and leadership. As a land-grant institution, UMD's mission is also to put knowledge into action and prepare workforce-ready graduates." This falls exactly in line with the learning outcomes and goals of the Public Policy major. The major aims of the program are to produce:

1. Individuals who better understand themselves and the world they live in through a focused, coordinated study of the major policy-related disciplines.

2. Citizens who are adept at promoting better public outcomes both by understanding public policy problems from an inter-disciplinary, multi-sector, multi-constituency perspective and by leading institutional and policy change.

3. Graduates who can easily find meaningful employment, and are well-prepared to enter numerous graduate and professional programs, due to their strong multi-sector, interdisciplinary, analytical, problem-solving, and leadership abilities.

The strategic plan also outlines a goal to transform our surrounding area into an economically, socially, and culturally vibrant community "through involvement with local schools, community and economic development projects, and health, wellness, environmental, and government service programs." The 2020 Plan notes the importance of experiential learning, innovative pedagogy, and integrated learning across fields that allow students to seek knowledge to solve a problem. The curriculum for the Public Policy major includes three experiential learning and project-based courses in the core curriculum, including "Public Policy in Action", the Public Policy Internship course, and the Senior Capstone. Through these courses students will go out in the field to help our community while learning all the many lessons that our community, in turn, has to teach them. We will partner closely with organizations from the public, private and

nonprofit sectors in Prince George's County, the District of Columbia and the surrounding area to give our students broad and deep experience in this rich policy environment.

At the University of Maryland we currently have no programs exactly like the proposed major in Public Policy. The programs we are most often compared to are Environmental Science and Policy (ENSP) and Government and Politics (GVPT). Environmental Science and Policy is different from the Public Policy major as it is strictly focused on environmental policy rather than broad public policy and emphasizes science as much as policy. We currently partner with ENSP for the Sustainability Studies Minor and will continue to do so as we roll out the new major that will complement, rather than compete with, this major.

Likewise, there are several key distinctions between the Public Policy and Government and Politics major. Public policy as a discipline was born out of political science; therefore, we share historical roots with the Government and Politics Department. But the Government and Politics major is distinct from the Policy major in that it provides an in-depth look at the fields of American politics, comparative politics, international relations, political theory, political economy, and formal theory and methods[2] while the Public Policy major addresses policy analysis and implementation. The Government and Politics major emphasizes political philosophy, government and political science, while the Public Policy major will not. On the other hand, Public Policy will bring in economics, history, moral philosophy, business, and information studies far more than the Government and Politics major. Additionally, the Government and Politics major is a limited enrollment program while the Public Policy major will be open to all students at the University of Maryland.

Problems rather than political theory are at the center of analysis in the Public Policy major, wherein students seek to define those problems, analyze alternative responses, devise appropriate strategies for implementation, and evaluate the success of the policy and its implementation. Courses are inter-disciplinary and cross-sector as policy change comes from public, private and nonprofit sectors. Many of the most difficult and intractable problems of our time— sustainability and climate change, providing adequate educational opportunities, access to quality health care, international and homeland security, and economic inequality—are at their base public policy problems. We do believe, in many ways, that the Public Policy major will complement the Government and Politics major.

There is tremendous demand from in-state and out-of-state students to tackle the big problems of today, and our major will allow them to do that while residing inside the Washington, D.C. beltway. Finally, there is currently no degree at the University of Maryland for students seeking to work in the nonprofit sector. The Public Policy major will give students foundational knowledge of public policy and social change while allowing them to focus on nonprofit management and leadership in order to understand the opportunities and challenges unique to this sector.

A degree in Public Policy will make the University of Maryland more attractive to students and more competitive among its peers. Situated a Metro ride away from our national capital, within the exciting and transforming county of Prince George's, the University of Maryland is

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[2] Message from the chair: http://gvpt.umd.edu/about-us/message-chair

positioned perfectly for this degree. No other school inside the beltway currently offers an undergraduate Public Policy degree. With its innovative curriculum, access to top speakers and faculty, and the availability of internship and job opportunities in the Washington region, the major in Public Policy has the potential to be the top undergraduate Public Policy program in the country.

C. Need and Connection to State of Maryland

Only two other schools in the State of Maryland offer a Public Policy undergraduate major. St. Mary's College offers a small program through its Political Science Department with 23 enrolled students. Only two courses are specific to public policy, while the rest are Economics- or Political Science-based. University of Baltimore offers an undergraduate major in Government and Public Policy with 132 students enrolled. According to their website, this B.A. degree "combines public administration, public policy, political theory, comparative government and international relations." Core courses include American Government, Global Politics, Economics, History or Philosophy, International Studies, Political Theory, Methods and Senior Seminar. This degree is different from ours in that ours is strictly focused on public policy and does not include government, politics, political theory or international relations.

We do not believe our major will impact either of the other the two programs in the State of Maryland. First, they both seem to align more with the focus of the already existing Government and Politics major at the University of Maryland rather than our proposed Public Policy major. Additionally, the student demand to work on big issues of the day is strong enough for all three institutions to offer a degree in policy. Finally, it is important that our flagship university offer a degree in such high demand, especially given our location inside the Capital Beltway. Students from inside and outside the State of Maryland will be attracted to pursue this degree so close to Washington, D.C.

Additionally, a Public Policy major at the University of Maryland will in no way impact the uniqueness and institutional identities and missions of Maryland's Historically Black Institutions (HBIs). Instead, a program curriculum that aligns with the mission of the land grant institution will serve to reinforce the historical significance and commitment to diverse populations within the State. HBIs were established in the years following the Civil War with the expressed purpose of training and educating African Americans post-slavery. Although they are open to all students, HBIs are unique in that they are steeped in history and tradition and provide an overtly nurturing environment for students of African descent.

There are four Historically Black Institutions in the State of Maryland: Bowie State University, Coppin State University, Morgan State University, and the University of Maryland, Eastern Shore. None of these institutions have undergraduate majors in Public Policy; offering this major at Maryland will not therefore detract from these HBIs serving their current population of students. In many ways, having a Public Policy major within the University System will provide expanded opportunities for students attending HBIs as they will be able to take courses in Public Policy in College Park to supplement their higher education experience.

8

An analysis of curriculum offered shows that Bowie State University and Coppin State University offer courses in Comparative Politics, Non-Profit Leadership and Management, and Public Policy, but they do not lead to a degree in Public Policy. Morgan State University's Department of Political Science and Public Policy offers a Bachelor of Arts degree but the curriculum is more theory-based and similar to our Government and Politics degree. None of the courses offered are Public Policy courses. The University of Maryland, Eastern Shore does not offer any similar programs or courses.

Finally, the State of Maryland will benefit from the fact that the University of Maryland major in Public Policy will be training the future public service leaders of our state. As noted earlier, the curriculum includes experiential learning that will benefit local communities and the state overall through internships, consulting projects, and service-learning projects. Through these experiences, UMD students will become connected to our local area and motivated to stay upon graduation. These graduates will pursue a career in public service, generate positive social and policy change, and become the next generation of State leaders.

D. Program Size and Job Market

It is difficult to predict program size for the Public Policy major. Appendix A shows the size of programs at other institutions ranging from 100 students to 1,600 students. The School of Public Policy already teaches over 1,100 students per academic year in our undergraduate courses. The Sustainability Minor enrolls over 350 students and is the largest minor on campus. The Government and Politics major is an LEP program with 720 students enrolled in 2014. The ENSP degree had 257 students in 2014. We estimate the Public Policy degree to be attractive to students from across campus, including students unable to register for LEP programs like Government and Politics and Business, but also students interested in issues of education, health, social policy, science, nonprofits, and more. We predict the major to scale up over the years, with year one enrolling 100 students, year two enrolling 200 and year three enrolling up to 500 students.

Students graduating with a major in Public Policy are prepared for a variety of careers; it is not simply a professional degree created to train students for a career in only public policy. This degree will open doors for a variety of professional and graduate education opportunities. A review of other institutions with Public Policy undergraduate majors shows that approximately one-third of their students pursue graduate programs (normally in fields such as public policy, law, public health, and city and regional planning – see Appendix A). A large majority of graduates in these programs go on to pursue careers in government at the city, state and federal level. These positions include policy analyst, lobbyist, political campaign staff member, research assistant, legislative staffer and more. Other undergraduates pursue careers in other public service entities such as the Peace Corps, AmeriCorps, Teach For America and a variety of nonprofits and foundations. Finally, undergraduate programs have seen graduates involved in a diversity of other fields such as media affairs, public affairs, business, consulting, and teaching.

The US Bureau of Labor Statistics (BLS) includes only political scientists as one broad category for a field of employment. Appendix B shows the breakdown of national and state data for this category. On a national scale, the category of political scientists looks to be relatively stagnant

over the next ten years; however, fields related to social service agencies and grantmaking are projected to grow eight percent. Nationally, BLS shows federal government positions decreasing by nine percent but state and local government positions growing by 4.4 percent. Looking at state data, the field of political science is growing locally. Virginia and Maryland are projected to grow by 24 percent and the District of Columbia by 13 percent. It is clear that while national statistics do not predict substantial growth in the field, our region will continue to experience growth and be a magnet for careers in public policy. For example, American University has an undergraduate degree in political science and boasts that 95 percent of their graduates were either employed or pursuing an advanced degree at six months post-graduation in 2014[3].

Finally, the nonprofit field will continue to experience growth and a need for professional employees. According to the Urban Institute[4], "approximately 1.41 million nonprofits were registered with the Internal Revenue Service (IRS) in 2013. The number of reporting public charities in 2013 was approximately 2.3 percent higher than the number in 2012. The nonprofit sector contributed an estimated $905.9 billion to the US economy in 2013, composing 5.4 percent of the country's gross domestic product (GDP)[5]." The Independent Sector[6] reports, "In 2012, nonprofits provided 11.4 million jobs, accounting for 10.3 percent of the country's private-sector workforce, according to the Bureau of Labor Statistics[7]. Between 2000 and 2010, employment in the nonprofit sector grew an estimated 18 percent, a rate faster than the overall U.S. economy. Employees of nonprofit organizations account for 9.2 percent of wages paid in the U.S. and the nonprofit sector paid $587 billion in wages and benefits to its employees in 2010[8]." The National Council on Nonprofits predicts need in our communities will outpace the current capacity to meet those needs. They predict that state and local governments will likely continue to look to nonprofits to fill their own budget holes or expect nonprofits to fill the gaps when governments are no longer able or willing to provide services[9].

E. Innovative Aspects of this Program

This proposed undergraduate major takes advantage of our geographic location in several ways. As a land-grant institution just a few miles from the nation's capital, situated in Prince George's County and just a short distance away from Baltimore and the State capital of Annapolis, the University of Maryland will, through this major, provide students with access to high-quality experiential learning opportunities through internships, job shadowing, and site-based projects. While many of our future peer undergraduate programs offer a "D.C. experience," our location affords us the ability to offer multiple significant federal, State and global (through study abroad and local-global partnership) experiential opportunities. We will bring real-time, real-world

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[3] http://www.american.edu/careercenter/Outcomes-and-Statistics.cfm

[4] The Nonprofit Sector in Brief http://www.urban.org/sites/default/files/alfresco/publication-pdfs/2000497-The-Nonprofit-Sector-in-Brief-2015-Public-Charities-Giving-and-Volunteering.pdf

[5] GDP estimates are from the Bureau of Economic Analysis and include nonprofit institutions serving households. They exclude nonprofit institutions serving government or business. See table 1.3.5: Gross Value Added by Sector (A) (Q) at "National Data: National Income and Product Accounts Tables," Bureau of Economic Analysis, accessed October 8, 2015, http://www.bea.gov/iTable/iTable.cfm?ReqID=9&step=1#reqid=9&step=3&isuri=1&903=24.

[6] https://www.independentsector.org/economic_role

[7] BLS Commissioner. Announcing New Research Data on Jobs and Pay in the Nonprofit Sector. Bureau of Labor Statistics, October 17, 2014. [View Source]

[8] Roeger, Katie L., Amy S. Blackwood, and Sarah L. Pettijohn. The Nonprofit Almanac 2012. The Urban Institute: 2012.

[9] Nonprofit Trends to Watch in 2015 https://www.councilofnonprofits.org/sites/default/files/documents/2015-nonprofit-trends-to-watch.pdf

PDF 3/25 10

problems and solutions to our students, and we will use this unique locational advantage to provide our students with an education unmatched anywhere, making it especially appealing to out-of-state students.

This type of experiential learning, with an emphasis on problem solving and critical thinking, is the hallmark of the teaching pedagogy of our core curriculum. Students learn best when they are active participants in the learning process. According to the Association for Experiential Education, the following is a list of key experiential learning principles (Association for Experiential Education, 2011, paragraph 4):

- Experiential learning occurs when carefully chosen experiences are supported by reflection, critical analysis and synthesis.
- Experiences are structured to require the student to take initiative, make decisions and be accountable for results.
- Throughout the experiential learning process, the student is actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative and constructing meaning.
- Students are engaged intellectually, emotionally, socially, soulfully and/or physically. This involvement produces a perception that the learning task is authentic.
- The results of the learning are personal and form the basis for future experience and learning.
- Relationships are developed and nurtured: student to self, student to others and student to the world at large.
- The [faculty] and student may experience success, failure, adventure, risk-taking and uncertainty, because the outcomes of the experience cannot totally be predicted.
- Opportunities are nurtured for students and instructors to explore and examine their own values.
- The [faculty's] primary roles include setting suitable experiences, posing problems, setting boundaries, supporting students, insuring physical and emotional safety, and facilitating the learning process.
- The [faculty] recognizes and encourages spontaneous opportunities for learning.
- [Faculty] strive to be aware of their biases, judgments and pre-conceptions, and how these influence the student.
- The design of the learning experience includes the possibility to learn from natural consequences, mistakes and successes.

The School is also home to some of the world's leading scholar/practitioners, so students will have access to faculty who have made significant contributions to solving some of the world's most challenging problems. Many will serve as their faculty or join them in the classroom as guest lecturers. Diverse speaker series and forums on contemporary policy issues are a part of the School fabric, making it an epicenter for stimulating conversation and debate. We bring several high-level speakers to campus each semester. Speakers have included International Monetary Fund Managing Director Christine Lagarde, Royal Dutch Shell Chairman Chad Holliday, Senator Ben Cardin, State Department Lawyer Susan Biniaz, U.S. Institute for Peace President Nancy Lindborg and Nobel Laureate George Akerlof.

In addition, the School of Public Policy welcomes ambassadors and international officials from around the world including former President of Ethiopia Negaso Gidada Solan, Ukrainian Ambassador Olexander Motsyk, Palestinian Ambassador Maen Rashid Areikay, Chilean Minister of France Felipe Larraín Bascuñán, Indian Ambassador Pradeep Kapur, and Italian Ambassador Claudio Bisongniero.

The School also partners with colleges and schools across campus to host events to enrich the lives of our students. We have collaborated to host former U.S. Treasury Secretary Robert Rubin, the Mosaic Theater Company presentation on Rwandan genocide, Treasury Secretary Jacob Lew, Female Perspectives on the Nile, Department of State and USAID Diaspora Tour, CNN Speakers Bureau and Democratic nomination candidates for Maryland Attorney General.

School of Public Policy alumni working in the policy world often return to campus to speak with students, including Director of StateStat Matt Power '97; Jeremy Rosner '07, executive vice president at Greenberg Quinlan Rosner; Chloe Schwenke '02, former Vice-president for Global Affairs, Freedom House; Andrew Selee '06, Executive Vice-president of the Woodrow Wilson International Center for Scholars. Alumni also frequently participate in our experts-in residence program and career networking nights to assist current students in their job search efforts.

F. Summary of Benefits to the School and UMD

We believe that students learn best by doing. In the School, we offer programs that engage students not only in the classroom, but also in the surrounding community, State and the world. The School is home to several academic and co-curricular programs and courses. We offer minors in Sustainability Studies and Public Leadership and several undergraduate courses where students examine leadership, citizenship, public policy and social justice issues in the community and State as well as engage and empower youth in community building through entrepreneurship. In our courses and programs, students are introduced to some foundational theory in the areas of leadership, civic engagement, community organizing, decision-making, negotiation, self-governance, and conflict resolution.

Experiential learning enhances students' ability to serve, lead and gain practical and valuable skills for the workplace. Through our Public Leadership Program in College Park Scholars, iGive Living-Learning Program, Rawlings Undergraduate Leadership Fellows Program, and Internships, the School is able to provide students with numerous opportunities to put theory into practice while developing their critical thinking and leadership skills. Through the undergraduate programs in the School of Public Policy we provide students with the opportunity to immerse themselves in the very real issues and challenges facing policymakers in an increasingly diverse world. A major in Public Policy will allow us to grow these offerings and this learning exponentially.

At present, an undergraduate student interested in public policy as a career or as pre-professional preparation would be limited to traditional departments, some with their own public policy slant but none with what we aspire to teach: a determined orientation to the identification, illumination, and solution of public problems, local to global. While creating a Public Policy major would add an additional focus to the School, we would also be adding an entirely new

discipline to the University's undergraduate curriculum – a discipline with several explicit benefits to the School and the campus.

An undergraduate major in Public Policy will benefit the School of Public Policy by allowing us to expand and improve our Ph.D. program. Currently, our incoming cohort of Ph.D. students is approximately 7-10 students per year. An undergraduate major would allow the School to increase this number, while doctoral students would gain valuable teaching experience, making them more competitive in the academic job market and making the doctoral program more competitive in the graduate-student market.

An undergraduate major in Public Policy will allow us to attain and attract top faculty. The School is currently in the process of hiring three tenure/tenure-track faculty members in the areas of international development, international security policy, and public policy and private enterprise and will expand even more with an undergraduate major. This presents tremendous opportunity for the School at both the graduate and the undergraduate level as these new members are being hired to teach at all levels. Public policy students will benefit from an unmatched level of expertise from a wide range of disciplines. Additionally, research centers in the School have also grown and increased in number in recent years, thereby providing students access to some of the most accomplished faculty practitioners who are both nationally and internationally known for their contributions to the field. By growing toward comparability with currently larger departments, the School's campus role would be certainly be enhanced.

The Network of Schools of Public Policy, Affairs, and Administration (NASPAA), the global standard in public service education, recently completed a survey on undergraduate programs. Of the top fifty NASPAA Schools by *U.S. News & World Report* rankings, 23 have undergraduate majors (Appendix C). The School of Public Policy is currently ranked 29th, and fourteen schools with rankings higher than ours currently have undergraduate majors. A major in Public Policy will assist the School in raising its overall profile and keep us competitive with our peers. Other Schools are debating whether to establish similar programs. As examples, the Humphrey School at the University of Minnesota and the Evans School at the University of Washington are both actively engaged in an assessment of undergraduate options. Undergraduate enrollments at NASPAA schools average about 150 students, and most programs have modestly increased their enrollments over the past three years. Only five percent of Schools reduced enrollments by over 10 percent over the past three years. In the Washington, D.C. area, the School's main competitors – George Washington University, American University, Georgetown University, and John Hopkins University – do not offer an undergraduate Public Policy major. Only George Mason University has a related undergraduate major – but in public administration, not public policy.

Development of an undergraduate major in Public Policy is not a threat to any discipline, department, or major. It is a natural concomitant to them in the evolution of post-secondary education in this era of evolving requirements for active citizenship and constantly changing job options and requirements. Our plan is to work closely with other departments on campus such as Physics, Economics, Engineering, Public Health and Government and Politics, to offer areas of focus that will complement and maximize benefits for students. This undergraduate major contributes to addressing today's continuing necessity for an agile mind, good character, an ability to communicate with ease and ultimately, the never-ending quest for helping each

13

individual achieve a life well-lived, thereby adding to the University's ability to produce some of the most well-rounded, civically engaged students in the nation and the world.

II. CURRICULUM

A. Full Catalog Description
The interdisciplinary Public Policy major will focus on using analytical decision-making to study an array of subjects ranging from the processes of making, implementing and evaluating government policies to the ethical evaluation of contemporary social problems, both domestic and international. The major will have two distinctive components: 1) core foundational skills critical for the understanding and analysis of problems and proposed solutions; and 2) the application of these skills and competencies to address challenges in the real world by engaging with the policy process at local, state at national levels through real-time projects. The major in Public Policy at the University of Maryland will equip students with competence in analytical skills, supported by theory and data, to prepare them for careers in public service, policymaking, and the public, private, and nonprofit sectors.

B. Total Number of Credits and Their Distribution

A student must complete 120 credits in order to graduate from the University with a BA degree. Of these, the University requires students to take 40 credits of General Education. The Public Policy major requires that students take 62 credits. Under special circumstances such as transfer from another program, a waiver may be requested and approved by the director of undergraduate studies. The major requirements will satisfy at least 15 of the General Education requirements leaving a minimum of 33 credits available for electives.

C. General Degree Requirements/List of Courses

PUAF Major Requirements
C- or better is required in all major courses and the cumulative average of these courses must be a 2.0.

Benchmark Requirement One
Must be completed by the end of __two semesters__ into the major
PUAF100—Foundations of Public Policy (HS)   3
HIST 201 Interpreting American History: From 1865 to the Present (HS)   3

Benchmark Requirement Two
Must be completed by the end of __four semesters__ into the major
STAT 100 (AR) Elementary Statistics and Probability or higher   3
PUAF 101 Great Thinkers on Public Policy   3

Required Major Courses
ECON 200 Principles of Microeconomics (HS)   4

14

PUAF 202 Public Leaders and Active Citizens OR PUAF 201 Lead. for the Com. Good (IS/SP)	3
PUAF 203 Liberty and Justice for All: Ethics and Moral Issues in Public Policy	3
Introduction to Public Policy Focus (Choose from courses in focus list)	3
PUAF 300 Governance: Collective Action in the Public Interest	3
(Pre-req: PUAF100 and PUAF101)	
PUAF 302 Examining Pluralism in Public Policy (Pre-req: PUAF 203) (UP)	3
PUAF 303 Public Economics: Raising and Spending the People's Money (Pre-req: ECON 200)	3
PUAF 304 Evaluating Evidence: Finding Truth in Numbers (Pre-req: STAT100)	4
PUAF 305 Internship Class OR Approved Study Abroad	3
PUAF 306: Public Policy Analysis in Action (Taken after 60 credits)	3
PUAF 400 Senior Capstone (Taken after 90 credits; Pre-req: PUAF 306)	3
PUAF 401 Contemporary Issues in Public Policy (Taken after 90 credits)	3

Focus or PUAF electives (12 credits)
Three credits may overlap with Intro to Focus course above

Focus/PUAF Elective Course 1	3
Focus/PUAF Elective Course 2	3
Focus/PUAF Elective Course 3	3
Focus/PUAF Elective Course 4	3

TOTAL Major Credits   62

PDF 3/25 15

Sample Four-Year Plan

Public Policy Major				
Requirements	**Year 1: Fall**	**Credit**	**Year 1: Spring**	**Credit**
Benchmark 1 PUAF 100 HIST201 Must be completed by the end of **two semesters** into the major.	MATH 110 or higher (MA)	3	ENGL101 (AW)	3
	PUAF100 Foundations of Public Policy (HS)	3	Natural Science course (NS)*	4
	Humanities (HU)*	3	STAT100 Elementary Statistics and Probability (AR)	3
	HIST201 Interpreting American History: From 1865 to the Present (HS and UP)	3	PUAF101 Great Thinkers on Public Policy	3
	General Elective	3	Oral Communication (OC)	3
	Total	*15*	*Total*	*16*
Benchmark 2 PUAF 101 STAT100 Must be completed by the end of **four semesters** into the major.	**Year 2: Fall**	**Credit**	**Year 2: Spring**	**Credit**
	ECON200 Principles of Microeconomics	4	Natural Science Lab (NL)*	4
	PUAF Introduction to Special Topics Course	3	PUAF 203 Liberty and Justice for All: Ethics and Moral Issues in Public Policy	3
	PUAF 202 Public Leaders and Active Citizens (IS/SP)	3	PUAF 303 Public Economics: Raising and Spending the People's Money	3
	Humanities (HU)*	3	Focus/PUAF Elective Course 1	3
	General Elective	3	Scholarship in Practice (SP) Outside major*	3
	Total	*16*	*Total*	*16*
	Year 3: Fall	**Credit**	**Year 3: Spring**	**Credit**
	PUAF 300 Governance: Collective Action in the Public Interest	3	PUAF306 Public Policy Analysis in Action	3
	PUAF302 Examining Pluralism in Public Policy	3	Focus/PUAF Elective Course 3	3
	Focus/PUAF Elective Course 2	3	PUAF 304 Evaluating Evidence: Finding Truth in Numbers	4
	Professional Writing (PW)	3	General Elective	3
	General Elective	3	General Elective	3
	Total	*15*	*Total*	*16*
	Year 4: Fall	**Credit**	**Year 4: Spring**	**Credit**
	PUAF305 Internship course	3	PUAF400 Senior Capstone	3
	PUAF 4XX Contemporary Issues in Public Policy	3	PUAF 4XX Contemporary Issues in Public Policy	3
	Focus/PUAF Elective Course 4	3	General Elective	3
	General Elective	3	General Elective	3
	General Elective	3		
	Total	*15*	*Total*	*12*
			TOTAL Credits = 121	
Note: Some courses for the major may also count toward the General Education requirements				
*All students must complete two Distributive Studies courses that are approved for I-series courses.				

16

Focus Area/Elective Courses

Students may choose an area of focus to delve deeper into a particular policy area or subject. These students choose four (4) courses from one of the three areas below. The School is currently in conversations with The College of Behavioral and Social Sciences about multiple collaborations, including a fourth focus area in "Politics and Policymaking" with an emphasis on political institutions and the relationship to the policy making process. We are working to develop this with the Department of Government and Politics. Additionally, we intend to continue to expand our areas of focus by partnering with other departments and colleges on campus such as Physics and the College of Arts and Humanities.

Students who do not choose a focus must select at least two courses from the lists below and two other electives approved by the program. These electives will help students hone in on a particular policy interest that may not be offered in the School. Examples include health policy, education policy, cybersecurity, etc. These students have the ability to build the major to their own interests and goals.

Sustainability
PUAF 301   Sustainability
BSCI 363   The Biology of Conservation and Extinction
INAG 123   Intro to Sustainable Agriculture
LARC 160   Introduction to Landscape Architecture
ARCH 460   Measuring Sustainability
AREC 365   World Hunger, Population, and Food Services
ENSP 330   Introduction to Environmental Law
ENSP 102   Introduction to Environmental Policy
GEOG 331   Introduction to Human Dimensions of Global Change
ENST 233   Introduction to Environmental Health
GEOG 130   Developing Countries (3)
GEOG 330   As the World Turns: Society and Sustainability in a Time of Great Change

Public Leadership
PUAF311   Women in Leadership
PUAF313   Advocacy in the American Political System
AASP101   Public Policy and the Black Community
AASP314   The Civil Rights Movement
AAST222   Immigration and Ethnicity in America
LASC234   Issues in Latin American Studies I
LASC235   Issues in Latin American Studies II
PSYC221   Social Psychology
PSYC289E   The Psychology of Evil

Nonprofit and Social Change Leadership
PUAF 214   Leading and Investing in Social Change: Re-defining and
                    Experimenting with Philanthropy
PUAF 215   Innovation and Social Change: Creating Change for Good
PUAF359I   Leading and Investing in Social Change
PUAF 388D   Innovation and Social Change: Do Good Now

PUAF 388G	Global Perspectives on Leading and Investing in Social Change
CPPL200/1	Public Leadership Colloquium
PUAF388O	China: China's Philanthropic and Social Sector
	Policy and Management Perspectives
PUAF388I	India: Education and Project Engagement with NGOs and Social Enterprises
PUAF213	Introduction to Nonprofit and Social Change Leadership
PUAF313	Advanced Nonprofit and Social Change Leadership
BMGT 289A	Social Enterprise – Changing the World through Innovation and Transformative Action
BMGT 389E	Maryland Social Entrepreneur Corps
BMGT 468U	Social Entrepreneurship Laboratory

D. Research/Internship Opportunities

An internship or study abroad experience will be required of all students in the Public Policy major. The School of Public Policy already teaches two undergraduate internship courses through the Public Leadership Program and the Rawlings Undergraduate Leadership Fellows Program. Students in these courses have been successful at securing internships at a variety of sites, including federal, state, and local government, research institutions, nonprofits and more. These programs have been in place for over ten years; as such, we have many contacts in the region to assist students in finding successful placement. Additionally, we will partner with the Global and Federal Semester Program. We met with the Director, Joan Burton, and agreed to collaborate to expand her course offerings to accommodate the increased demand given our program and to allow her internship courses to count within our major. We have also met with the University Career Center & The President's Promise and plan to collaborate to launch workshops and programs to support students in finding internships and jobs. The Career Center is also interested in working with us to expand our connections with alumni and organizations across the region to employ students for internships and full-time jobs. Since 2009, we have offered highly successful study-abroad programs for both undergrads and graduate students in Morocco, Peru, Indonesia, Israel-Jordan, China, and Ethiopia.

For students interested in research opportunities, a variety of think tanks and research institutions across the area offer internships and fellowships. The School of Public Policy has faculty with affiliations at the Brookings Institution, Pacific Northwest National Laboratory's (PNNL) Joint Global Change Research Institute, National Center for Smart Growth Research and Education, National Institute on Aging, The White House Office of Science and Technology Policy, and more. These connections will assist students in finding research and internship opportunities. Additionally we will offer independent study courses for students interested in pursuing an advanced research project in public policy.

18

E. Program Management

Currently, there are no exisiting undergraduate majors in the School of Public Policy. The School has two minors, two living-learning programs, one Fellowship Program and eleven undergraduate courses that are offered on a regular basis. These programs and courses will remain in place and will be fully integrated into the new major, the development of which will require the reallocation of existing resources and staff. Current staff includes one Assistant Dean for Undergraduate Studies, one Administrative Assistant, one (half-time) Associate Director, graduate and teaching assistants, and faculty. The oversight of the new major in Public Policy will rest within the portfolio of the Assistant Dean for Undergraduate Studies who will be supported by three positions: a Director of Undergraduate Education; an Academic Advisor; and a Program Coordinator. These new positions will be responsible for all functions related to degree navigation, internship and experiential learning opportunities, academic advising, service learning programming, and budget and administrative oversight. Current School faculty will be integrated into the core teaching and will eventually be supported by new faculty as the major grows.

III. STUDENT LEARNING OUTCOMES AND ASSESSMENT

All instructors of courses in the major will be regularly informed of all the learning objectives, with the aim of reinforcing all learning objectives at all times. Specific courses will also be charged with providing primary instruction and learning opportunities for particular objectives, as follows:

Learning Objective	PUAF100: Foundations	PUAF101: Great Thinkers	PUAF202: Public Leaders	PUAF203: Ethics	PUAF303: Public Economics	PUAF300: Governance	PUAF304: Evaluating Evidence	PUAF306: Policy Analysis	PUAF400: Capstone	PUAF302: Pluralism	PUAF305: Internship	PUAF 401: Contemporary Issues	Focus Areas
1. Possess a foundational understanding of the fields of public policy and leadership, including its key processes, methodologies, and actors, both present and historic.	X	X	X										
2. Possess a foundational understanding of the key policy-related precepts and methodologies of many disciplines, including history, economics, political science, international relations, sociology, data analysis, information	X	X		X	X	X	X						X

science, ethics and justice.													
3. Be adept at acquiring and maintaining a critical understanding of key policy-related developments in the world.	X					X						X	X
4. Be adept at finding, understanding, organizing, and synthesizing data and the findings of other analysts/leaders, to produce an enhanced, multi--faceted, multi-perspective, objective understanding of public issues.						X	X	X	X				
5. Be adept at seeing public issues from the perspectives of various constituencies and those with different backgrounds, especially those whose perspectives are under-represented in public forums and processes.			X	X		X				X			X
6. Be creative and systematic problem-solvers, able to relate and apply intellectual skills and theoretical knowledge to real-world problems.				X				X	X		X		X
7. Be able to communicate – orally, on paper, and through media – analysis and findings, especially to people who do not share their analytical, professional, or cultural background.		X						X	X		X		X
8. Be able to intelligently work with and lead others who are working on, or are affected by, public issues, including those from different analytical, professional, or cultural								X	X	X	X		X

20

backgrounds.													

The School's newly formed faculty Learning Outcomes Assessment Committee (LOAC) will regularly assess how well the program is achieving these objectives. The LOAC will work with the course instructors to identify particular exam questions, or paper sections, or projects (collectively "assignments") that will provide a good basis for assessing the attainment of the learning objectives. An independent team of graduate students and alumni will review those assignments, often using LOAC-designed rubrics, to determine how well the students in those courses demonstrate each of the learning objectives. The LOAC will aggregate the results for particular objectives across assignments to determine both (a) how well each objective is being met and, (b) using the rubrics for each learning objective, what the particular shortfalls, if any, are for each learning objective. The LOAC will then, for each learning objective, review the assessments with the instructors of the courses with the responsibility to provide the primary instruction and learning opportunities for that objective, and explore with them ways of strengthening the achievement of the learning objectives. The assessment results and any changes to the primary courses agreed to will be reported to the Dean.

IV. FACULTY AND ORGANIZATION

Academic direction and oversight for the program will be the responsibility of the Assistant Dean for Undergraduate Studies, who will report directly to the Dean of the School of Public Policy and also teach in the core. The Assistant Dean will be supported by the Director of Undergraduate Studies. The Assistant Dean will be responsible for assigning faculty to the various core courses, supervising staff and graduate and teaching assistants, and coordinating with other units on campus who have responsibility for both core and elective courses and administrative functions. The School's Programs, Curriculum, and Courses (PCC) committee will be responsible for reviewing and approving all changes to core requirements. The Assistant Dean will periodically update the School's faculty committee (as defined by the School's Plan of Organization) on the content and progress of the undergraduate major. Rather than have a dedicated group of full-time undergraduate faculty, many of the School's core faculty will be teaching in both the undergraduate major and in the School's graduate programs.

V. COMMITMENT TO DIVERSITY

As stated in the University of Maryland's Strategic Plan for Diversity and Inclusion, "the University of Maryland has embraced diversity as a central driver in all its activities and has supported and promoted pioneering scholarship of diversity in academic programs." The Strategic Plan further states, "Our diversity is fundamental to our excellence and has enriched our intellectual community. The University's capacity to educate students for work and life in the 21st century and to be a leader in research and scholarship is greatly enhanced by a

21

community that reflects the nation and world." President Wallace Loh affirmed this commitment in stating, "The University of Maryland has long promoted diversity as a core value. We recognize a diverse educational community as one of our greatest strengths."

The School of Public Policy is committed to fostering a diverse and inclusive environment for its faculty, staff, students and surrounding communities. In recent years, many higher education institutions have introduced policies and initiatives that aim to promote diversity and inclusion. Recent studies suggest that educational practices with diverse learning environments can provide students with skills that will serve them throughout their lives. For over 32 years, the School has worked towards this end to develop and empower this generation's most civically engaged leaders.

As a policy school dedicated to producing civically engaged and socially responsible leaders, who will tackle some of the world's most challenging problems, we are committed to providing quality education that is inclusive of the views, experiences and opinions of all underrepresented ethnic and racial groups, as well as gender, religious and other identities. Inclusion is critical if we are truly committed to the goals of the University, School and State. Most recently, we have implemented new guidelines around our search and selection plan to ensure the most diverse pool of candidates possible.

We must also be deliberate in our efforts to recruit and retain a diverse and inclusive student body that include enhanced outreach efforts to low-income and first-generation college students. According to the "Maryland Ready" plan, the State is committed to preparing students who are college-ready, and the School's outreach efforts will align with these goals to provide a curriculum that is challenging, rigorous and accessible with a clear pathway to careers. Targeted outreach to Maryland high schools and community colleges will support our efforts in this area.

Course pedagogy and delivery of the Public Policy major will be responsive to the needs of all students and reflective of our commitment to teach students to value diversity and to be informed about the world around them such that they are able to make responsible decisions and to take action that is inclusive and just. Our existing undergraduate programs and courses include an emphasis on leading and engaging in a pluralistic society. Likewise, Public Policy majors will be required to take PUAF 302: Examining Pluralism in Public Policy, which will examine the ways in which the diverse experiences of race, gender, ethnicity, class, orientation, identity, and religion impact the understanding of and equitable delivery of public policy.

VI. RECRUITMENT AND ADVERTISING

We have met with the Office of Undergraduate Admissions and plan to collaborate to recruit and advertise for the new Public Policy major. We will develop materials and talking points to share with their team of traveling recruiters and directly with potential students. We will plug into their social media strategy to highlight opportunities within the major like high-profile faculty and speakers, hands-on classes and experiential learning, exciting career opportunities and working to solve the world's toughest challenges. Public Policy staff will attend open houses and recruitment events and also become involved in the admissions "Classroom Connections" program within local high schools. Our effort will be accompanied by an attractive website

developed by the School of Public Policy to inform potential students of the opportunities listed above. Finally, we will share our information with UMD admissions staff located around the country. The Admissions staff agrees that our major will be very attractive to both in-state and out-of-state students and are excited to collaborate once the major has been approved.

VII. REQUIRED PHYSICAL RESOURCES

New and/or Renovated Space
The School will use existing space in the Taliaferro Building to house new staff and existing space in Van Munching and Preinkert Halls to house faculty. We will utilize existing space in Preinkert for student workspace, study lounge, etc. The cost to modify these spaces will be minimal and will come from the School's plant reserve account. We anticipate utilizing general-purpose campus classroom, including any newly constructed or renovated space.

VIII. RESOURCE NEEDS and SOURCES

A. New courses to be taught, and needed additional sections of existing courses
(See Appendix D for full courses descriptions)

New Courses
PUAF 101 Great Thinkers on Public Policy (3)
PUAF 202 Public Leaders and Active Citizens (IS/SP) (3)
PUAF 203 Liberty and Justice for All: Ethics and Moral Issues in Public Policy (3)
PUAF 213: Introduction to Nonprofit and Social Change Leadership (3)
PUAF 313: Advanced Nonprofit and Social Change Leadership (3)
   (Pre-req: PUAF 213)
 PUAF 300 Governance: Collective Action in the Public Interest (3)
   (Pre-req: PUAF100 and PUAF101)
PUAF 303 Public Economics: Raising and Spending the People's Money (3)
   (Pre-req: ECON200)
PUAF 304 Evaluating Evidence: Finding Truth in Numbers (Pre-req: STATS100) (4)
PUAF 306: Public Policy Analysis in Action (Taken after 60 credits) (3)
PUAF 400 Senior Capstone (Taken after 90 credits; Pre-req: PUAF306) (3)
PUAF 401 Contemporary Issues in Public Policy (Taken after 90 credits) (3)

Modified Courses
PUAF100—Foundations of Public Policy (HS) (3); formerly, PUAF 288P
PUAF 302 Examining Pluralism in Public Policy (Pre-req: PUAF203) (UP) (3); revised course
PUAF 305 Internship Class OR Approved Study Abroad (3); formerly, PUAF 349

B. List new faculty, staff, and teaching assistants

- *New Faculty:* The equivalent of 4 FTE will be phased in over the growth of the program to support both new and existing courses in the School.
- *New Staff:* A full-time Director of Undergraduate Education, a full-time Academic Advisor and a full-time program coordinator will be phased in as the program grows to scale. The current Assistant Dean for Undergraduate Studies and the full-time Director of Undergraduate Education will fulfill multiple rolls until enrollment demands subsequent staff.
- *New Teaching Assistants:* The major will need TA support as the program grows to enable us to handle the larger classes. Courses with enrollment of 30 or more would need one teaching assistant per 30 students.

C. Teaching, advising, and administrative duties to be covered by existing faculty and staff

- *Teaching:* Some courses in the major will be taught by current faculty (See Appendix E) who will also have teaching responsibilities in the graduate and executive programs.
- *Advising:* Currently, graduate assistants do the academic advising for our two minors. We will continue to rely on them in this capacity throughout the transition year.
- *Administrative Duties:* the Assistant Dean for Undergraduate Studies will provide overall leadership for the undergraduate major and supervise the Associate Director and teach *PUAF 302: Examining Pluralism in Public Policy*. The Administrative Assistant's will continue to support all undergraduate programs.

D. Identify the source to pay for the required physical resources

- The cost to cover the required physical resources are minimal and will be paid for from existing resources.

E. Any other required resources and the anticipated source for them

- N/A

24

F. Financial Tables

TABLE 1: RESOURCES

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1.Reallocated Funds	$217,840	$350,289	$501,436	$663,460	$683,303
2. Tuition/Fee Revenue (c+g below)	$0	$0	$0	$0	$0
a. #FT Students	50	100	200	300	300
b. Annual Tuition/Fee Rate	$13,390	$13,791	$14,205	$14,631	$15,070
c. Annual FT Revenue (a x b)	$0	$0	$0	$0	$0
d. # PT Students	0	0	0	0	0
e. Credit Hour Rate	$340	$350	$361	$372	$383
f. Annual Credit Hours	0	0	0	0	0
g. Total Part Time Revenue (d x e x f)	$0	$0	$0	$0	$0
3. Grants, Contracts, & Other External Sources	$0	$0	$0	$0	$0
4. Other Sources	$0	$0	$0	$0	$0
TOTAL (Add 1 - 4)	$217,840	$350,289	$501,436	$663,460	$683,303

Undergraduate	**Full time**	**Part Time**	
(2012/2013)	**annual**	**per credit hour**	**inflation**
in-state tuition	$9,412.00	$340.00	1.03
out-of-state tuition	$29,300.00	$1,221.00	

annual	**FT**	**PT (<=8 credits)**
on-campus fees	$1,843.82	$854.22
technology fee only (Shady Grove)	$264.00	$132.00

TABLE 2: EXPENDITURES	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1.Faculty (b+c below)	$0	$138,600	$285,516	$441,122	$454,356
a. #FTE	0.0	1.0	2.0	3.0	3.0
b. Total Salary	$0	$110,000	$226,600	$350,097	$360,600
c. Total Benefits	$0	$28,600	$58,916	$91,025	$93,756
2. P.T. Faculty (b+c below)	$0	$0	$0	$0	$0
a. #FTE	0.0	0.0	0.0	0.0	0.0
b. Total Salary	$0	$0	$0	$0	$0
c. Total Benefits	$0	$0	$0	$0	$0
3. Admin. Staff (b+c below)	$132,300	$136,269	$140,357	$144,568	$148,905
a. #FTE	1.5	1.5	1.5	1.5	1.5
b. Total Salary	$105,000	$108,150	$111,395	$114,736	$118,178
c. Total Benefits	$27,300	$28,119	$28,963	$29,831	$30,726
4. Total Support Staff (b+c below)	$0	$64,890	$66,837	$68,842	$70,907
a. #FTE	0.0	1.0	1.0	1.0	1.0
b. Total Salary	$0	$51,500	$53,045	$54,636	$56,275
c. Total Benefits	$0	$13,390	$13,792	$14,205	$14,632
5. Total Graduate TA	$75,200	$154,912	$159,559	$164,346	$166,654
a. #FTE	2.0	4.0	4.0	4.0	4.0
b. TA Stipend	$40,000	$82,400	$84,872	$87,418	$87,418
c. Benefits	$10,400	$21,424	$22,067	$22,729	$23,411
d. GA Tuition remission	$24,800	$51,088	$52,621	$54,199	$55,825
6. Equipment	$4,000	$4,000	$2,000	$2,000	$2,000
7. Library	$0	$0	$0	$0	$0
8. New or Renovated Space	$0	$0	$0	$0	$0
9. Other Expenses: Operational Expenses	$6,340	$6,530	$6,726	$6,928	$7,136
TOTAL (Add 1 - 9)	$217,840	$350,289	$501,436	$663,460	$683,303
resources - expenditures	$0	$0	$0	$0	$0

benefits	0.26
inflation	1.03

11 new courses per year
2 FTE T/TT (7 courses per year)
1 lecturer (6 courses each year)
1 Program director/advisor (2 courses per year)
1 assistant director
1 FTE part-time faculty for additional courses

G. Budget Narrative

Table 1: Resources

Reallocated Funds
The University has committed to provide additional resources to support the undergraduate major, as appropriate. Resources will be phased in over five years, starting in year one (FY18) of the program, and will be evaluated annually based on program growth.

The School has an existing commitment of $264,215 for initiatives in undergraduate education. These funds support the Assistant Dean for Undergraduate Education, the director of the College Park Scholars Public Leadership Program, one administrative support staff member, multiple Graduate Assistants, and several part-time lecturers. These are not included here.

Tuition and Fee Revenue
It is anticipated that enrollments in this program will come from a shift of students from other majors, rather than from increased overall enrollments at the university. Therefore, additional tuition and fees are not anticipated.

Grants and Contracts
N/A

Other Sources
N/A

Table 2: Expenditures

Faculty (#FTE, Salary, and Benefits)
Table 2 assumes three new faculty members to be hired between years 2 – 5. Existing School faculty will also teach undergraduate courses. Fringe benefits are calculated at 26% per FTE.

Administrative Staff (#FTE, Salary, and Benefits)
The new administrative staff includes a part-time associate director and one full-time academic advisor. These two positions will be filled in year one. Fringe benefits are calculated at 26% per FTE.

Support Staff (#FTE, Salary, and Benefits)
The new support staff includes a full-time program coordinator to be hired in year two. Fringe benefits are calculated at 26% per FTE.

Equipment
This includes computer purchases for 6.5 employees (faculty and staff), to be purchased by the School. The School does not anticipate any new additional equipment. The students will utilize campus resources, such as computer labs, etc.

Library
See Attachment

27

Other Expenses

New costs are associated with the experiential learning (site visits, etc.) components of the program, totaling $6,340 per year.

Appendix A: Program Size and Careers for Public Policy Students

Sample Program Sizes
- o Indiana (n=1,600)
- o Princeton (n=316)
- o Michigan (n=126)
- o Duke (n=500)
- o UNC-Chapel Hill (n=340)
- o Delaware (n=100)
- o SUNY-Albany (n=100)

Job Titles:

Penn State: The following lists some of the job titles for graduates of the Public Policy program: Government Administration/Management, Non-Profit Management, Legislative Staff, Lobbyist, Management Analyst, Policy Analyst, Survey Research, Strategic Planner.

Georgia Tech

Internship Examples

- White House Office of Science and Technology Policy
- Georgia Economic Development Institute
- Turner Broadcasting
- Israeli Consulate
- UNICEF
- Georgia Office of Budget and Evaluation
- Washington and district offices of US Senators and Representatives
- Office of the Governor of Georgia

Career Examples

- Attorney (King & Spalding, Jones Day, Covington Burling, Hunter Maclean, etc.)
- Management consultant (McKinsey, Deloitte, Bain, Capgemini)
- New York Times (strategic planner)
- SAIC Corporation (policy analyst)
- Federal Reserve Bank (banking policy analyst)
- Delta Airlines (pricing analyst)
- Center for Internet and Society / India
- WorkSpaces LLC (sustainability manager)

Organizations:

Michigan: Many of the school's bachelor's alumni, roughly 25 percent of those who have kept in touch, are in graduate school, pursuing advanced degrees in law, medicine, or public health. Fifteen percent have positions with Peace Corps, AmeriCorps, Teach for America, or the Fulbright program. And the rest are all over the board—working as legislative assistants, research analysts, teachers, and writers.

Penn State: According to the U.S. Bureau of Labor Statistics, nearly 40 percent of all Public Policy graduates are employed in government positions. A large number of Public Policy graduates become employed in the private sector for businesses and corporations, 10 percent in education, 3 percent in nonprofit administration, and 5 percent are self-employed.

Duke:
- Law School
- Banking/Consulting
- Public Service
- Politics, Government Agencies
- Nonprofits/NGOs
- Teaching/Education
- Media/Communications
- Other Private Sector Companies

GA Tech: Students use their internship experiences to prepare them for law school or graduate programs in policy, public health, or city and regional planning, while others pursue careers in private firms and consulting companies, nonprofit agencies, the media, state legislative and governors' offices, the federal government, and a variety of other institutions. About 30 percent of our graduates work in business and consulting, 30 percent have pursued careers in law, and the remainder have gone to graduate school (in public health, city and regional planning, policy, etc.) or have worked in nonprofit agencies, the media, federal agencies, state government, and politics.

NYU: After graduating, Public Policy majors will be prepared for a wide range of jobs in the nonprofit, private and public sectors. Before coming to NYU Wagner for a graduate degree, undergraduate Public Policy majors from around the country worked at foundations, political advocacy organizations, consulting firms, government agencies and international policy institutes. Some Public Policy majors also consider attending graduate programs in Public administration, international affairs, public health, urban planning or law.

Appendix B: Employment Data

Employment by industry, occupation, and percent distribution, 2014 and projected 2024

19-3094 Political scientists[10]

(Employment in thousands)
Industries with fewer than 50 jobs, confidential data, or poor quality data are not displayed

| Industry | | | | 2014 | | 2024 | | |
Title	Employment	Percent of industry	Percent of occup-ation	Employment	Percent of industry	Percent of occup-ation	Percent change	Employment change
Total employment	6.2	0.0	100.0	6.0	0.0	100.0	-2.3	-0.1
Total self-employed workers	0.1	0.0	1.6	0.1	0.0	1.7	4.0	0.0
Self-employed workers	0.1	0.0	1.6	0.1	0.0	1.7	4.0	0.0
Total wage and salary employment	6.1	0.0	98.4	5.9	0.0	98.3	-2.4	-0.1
Professional, scientific, and technical services	1.4	0.0	23.3	1.6	0.0	26.0	8.9	0.1
Professional, scientific, and technical services	1.4	0.0	23.3	1.6	0.0	26.0	8.9	0.1
Management, scientific, and technical consulting services	0.5	0.0	7.5	0.6	0.0	9.8	27.5	0.1
Scientific research and development services	0.7	0.1	12.0	0.7	0.1	11.6	-6.0	0.0
Research and development in the social sciences and humanities	0.5	0.9	8.8	0.5	0.9	8.0	-10.7	-0.1
Other professional, scientific, and technical services	0.2	0.0	2.9	0.2	0.0	3.6	24.2	0.0
Educational services; state, local, and private	0.6	0.0	9.3	0.6	0.0	10.0	4.7	0.0
Educational services; state, local, and private	0.6	0.0	9.3	0.6	0.0	10.0	4.7	0.0
Junior colleges, colleges, universities, and professional schools; state, local, and private	0.6	0.0	9.3	0.6	0.0	10.0	4.7	0.0
Colleges, universities, and professional schools; state, local, and private	0.6	0.0	9.3	0.6	0.0	10.0	4.7	0.0
Colleges, universities, and professional schools; state	0.5	0.0	8.6	0.6	0.0	9.1	4.0	0.0
Other services (except public administration)	0.3	0.0	4.4	0.3	0.0	4.8	5.9	0.0
Religious, grantmaking, civic, professional, and similar organizations	0.3	0.0	4.4	0.3	0.0	4.8	5.9	0.0

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[10] Political scientists is a broad category that in addition to government encompasses consulting services, higher education, nonprofits and grant-making, social advocacy, etc.

Grantmaking and giving services and social advocacy organizations	0.2	0.1	3.3	0.2	0.1	3.7	8.0	0.0
Social advocacy organizations	0.2	0.1	3.3	0.2	0.1	3.6	7.9	0.0
Civic, social, professional, and similar organizations	0.1	0.0	1.1	0.1	0.0	1.2	-0.1	0.0
Business, professional, labor, political, and similar organizations	0.1	0.0	1.1	0.1	0.0	1.2	-0.1	0.0
Government	3.8	0.0	60.9	3.5	0.0	57.2	-8.3	-0.3
Federal government	3.4	0.1	55.4	3.1	0.1	51.3	-9.6	-0.3
Federal government, excluding postal service	3.4	0.2	55.4	3.1	0.2	51.3	-9.6	-0.3
State and local government, excluding education and hospitals	0.3	0.0	5.5	0.4	0.0	5.9	4.4	0.0
State government, excluding education and hospitals	0.1	0.0	1.7	0.1	0.0	1.8	1.6	0.0
Local government, excluding education and hospitals	0.2	0.0	3.8	0.3	0.0	4.1	5.6	0.0

Note: Red indicates a decline in employment between 2014 and 2024

Source: Employment Projections program, U.S. Department of Labor, U.S. Bureau of Labor Statistics

State Projection Data for Political Scientist

AreaName	Occupation Name	Base Year	Base	Proj Year	Proj	Change	Percent Change	Avg Annual Openings
Virginia	Political Scientists	2012	700	2022	870	170	23.9	30
Maryland	Political Scientists	2012	120	2022	140	20	23.5	10
District of Columbia	Political Scientists	2012	3480	2022	3920	440	12.5	100

http://www.projectionscentral.com/Home/Index
State Projection Data
Directed through BLS

Appendix C: NASPAA Survey of Undergraduate Programs

Appendix A: Schools Ranked among the Top 50 by *U.S. News & World Report* in 2012, Including Information about Undergraduate Degrees

University - School	Rank	Undergraduate Degree(s)	Website for the Degree(s)
Syracuse U. - Maxwell School	1	B.A. in Citizenship and Civic Engagement	http://www.maxwell.syr.edu/why_c itizenship_major/
Indiana U. – SPEA*	2	B.S. in Public Affairs	http://www.indiana.edu/~spea/pros pective_students/undergrad/degree s/bspa_and_majors1/index.shtml
Harvard U. - Kennedy School	3	None.	
U. of Georgia - School of Public and International Affairs	4	None.	
Princeton U. – Woodrow Wilson School	5	Bachelor of Arts in Public and International Affairs	http://wws.princeton.edu/ugrad/
New York U. - Wagner School	6	None.	
U. of California, Berkeley - Goldman School	6	None.	
U. of Southern California - Price School*	6	Bachelor of Science in Policy, Planning, and Development	http://www.usc.edu/schools/price/ programs/undergraduate/curriculu m/
Carnegie Mellon U.- Heinz College	9	None.	
U. of Kansas - School of Public Affairs & Administration*	9	Bachelor of Public Administration	http://www.kupa.ku.edu/programs/ undergrad/
U. of Washington - Evans School	9	Under consideration.	
American U. - School of Public Affairs	12	None.	
George Washington U. - Trachtenberg School	12	None.	
U. of Michigan - Ford School	12	Bachelor of Arts in Public Policy	http://fordschool.umich.edu/curricu lum/ba/
U. of Wisconsin - LaFollette School	12	None.	

University - School	Rank	Undergraduate Degree(s)	Website for the Degree(s)
Arizona State U. - School of Public Affairs*	16	B.S. Public Service and Public Policy; B.A. or B.S. Metropolitan and Urban Studies	http://spa.asu.edu/programs/under graduate
Duke U. - Sanford School*	16	B.A. in Public Policy Studies	http://undergraduate.sanford.duke. edu/
Florida State U. - Askew School	16	None.	
U. at Albany SUNY - Rockefeller College*	16	B.A. in Public Policy & Management	http://www.albany.edu/rockefeller/ academics_pad_ba.shtml
U. of Kentucky - Martin School	16	None.	
U. of Minnesota - Humphrey School	16	Under consideration.	
U. of Texas, Austin - LBJ School	16	None.	
Georgetown U. - Public Policy Insitute	23	None.	
Georgia State U. - Andrew Young School*	23	B.S. in Public Policy	http://aysps.gsu.edu/pmap/bachelo r-of-science-in-public-policy
Rutgers, Newark - School of Public Affairs & Admin.*	23	B.A. in Public Service	http://spaa.newark.rutgers.edu/ho me/programs/publicservice.html
U. of California, Los Angeles - Luskin School	23	None.	
U. of Chicago - Harris School	23	None.	
U. of North Carolina, Chapel Hill - Dept. of Public Policy*+	23	B.S. in Public Policy	http://publicpolicy.unc.edu/undergr aduates
Columbia U. - School of International and Public Affairs	29	None.	
Ohio State U. - Glenn School*	29	B.A. in Public Affairs	http://glennschool.osu.edu/undergr aduate/index.html
U. of Colorado at Denver & Health Sciences - School of Public Affairs	29	None.	
U. of Maryland, College Park - School of Public Policy	29	None.	

Page 34 of 36

34

University - School	Rank	Undergraduate Degree(s)	Website for the Degree(s)
Texas A&M U. - Bush School	33	None.	
U. of Missouri - Truman School	33	None.	
U. of Nebraska, Omaha - School of Public Administration	33	None.	
U. of Pittsburgh - Grad. School of Public and International Affairs	33	None.	
Cornell U. - Department of Policy Analysis & Management*+	37	B.S. in Policy Analysis & Management	http://www.human.cornell.edu/pam/prospective_student_resources.cfm
U. of Arizona - School of Government and Public Policy*	37	B.S. in Public Management & Policy	http://sgpp.arizona.edu/node/732
U. of Delaware - School of Public Policy & Administration*	37	B.A. in Public Policy (also offers B.S. in Organizational and Community Leadership)	http://www.sppa.udel.edu/content/undergraduate-programs
U. of Illinois, Chicago - College of Urban Planning and Public Affairs*	37	B.A. in Urban and Public Affairs	http://www.uic.edu/cuppa/upa/home/
Virginia Tech - School of International and Public Affairs*	37	B.S. in Environmental Policy and Planning; B.A. in Public and Urban Affairs	http://www.spia.vt.edu/programs/ugrad_info/ugradinfo.html
Cleveland State U. - Levin College of Urban Affairs*	42	Five Bachelor's Degrees	http://urban.csuohio.edu/academics/undergraduate/
George Mason U. - Public and International Affairs*	42	B.S. in Public Administration	http://pia.gmu.edu/programs/la-bs-puad
Johns Hopkins U. - Institute for Policy Studies	42	None.	
U. of Pennsylvania - Fels Institute	42	None.	

Page 35 of 36

35

University - School	Rank	Undergraduate Degree(s)	Website for the Degree(s)
CUNY - Baruch College, School of Public Affairs*	46	B.S. in Public Affairs	http://www.baruch.cuny.edu/spa/academics/undergraduateprograms/index.php
Naval Postgraduate School	46	None.	
Northern Illinois U. - Division of Public Administration	46	None.	
Portland State U. - Hatfield School	46	None.	
Rutgers, New Brunswick - Bloustein School*	46	B.A. in Planning and Public Policy, B.S. in Public Policy	http://policy.rutgers.edu/academics/undergrad/
U. of Connecticut - Department of Public Policy	46	None.	
U. of Virginia - Batten School	46	B.A. in Public Policy and Leadership	http://www.batten.virginia.edu/content/degree-programs/ba-public-policy-and-leadership

*Participant in the IU-SPEA undergraduate programs contact group, spring 2013.
+Not located in the specific school/unit on campus ranked by U.S. News & World Report.

Appendix D: Courses

A. Catalog description of currently approved courses

PUAF 201 Leadership for the Common Good (3): This course is designed to provide undergraduate students an introduction to leadership theory and a chance to practice a core set of practical skills relevant to transformational and collaborative leadership.

PUAF 214 Leading and Investing in Social Change: Re-defining and Experimenting with Philanthropy (3): Credit only granted for: PUAF214 or PUAF359I. Formerly: PUAF359I. Defines philanthropy as an exploration of how one develops a vision of the public good and then deploys resources (including donations, volunteers, and voluntary associations) to achieve an impact.

PUAF 215 Innovation and Social Change: Creating Change for Good (3): A team-based, highly interactive and dynamic course that provides an opportunity for students to generate solutions to a wide range of problems facing many communities today. Students in the iGIVE Program will deepen their understanding of entrepreneurship and innovation practices by creating and implementing projects or ventures that address an issue of their choosing while learning topics such as communications, project management, teamwork, leadership, fundraising, project sustainability and next steps in social change.

PUAF 288 Special Topics in Public Policy (1-3): Prerequisite: Permission of PUAF-School of Public Policy. Repeatable to 6 credits if content differs. Advanced special topics focusing on an interdisciplinary topic related to Public Policy.

> PUAF 288P Introduction to Public Policy (1-3): There is much more to public policy than "who wins" and "who loses". This course will provide a broad understanding of the policy making process, and the tools for analyzing and managing successful policies and briefly considers various policy arenas, including education policy, health policy, environment and energy policy, criminal justice policy, and economic/fiscal policy.

PUAF 301 Sustainability (3): Also offered as: AGNR301. Credit only granted for: AGNR 301 or PUAF 301. Designed for students whose academic majors would be enhanced by the complementary study of a widely shared but hard-to-operationalize aspiration: that present choices should preserve or improve future options rather than foreclose or degrade them. How should we understand sustainability? How might we achieve it? How would we know if we had achieved it? And how could sustainability activists of a rising generation lead by example?

PUAF 302 Leadership: Philosophy, Policy and Praxis (3): Leadership as a search for meaning, identity and purpose are explored. Also introduces major philosophical traditions, from the ancient world to the modern one, and encourages students to ground their leadership interests and aspirations in a disciplined process of self-reflection, critical thinking and inquiry.

PUAF 311 Women in Leadership (3): Credit only granted for: PUAF311 or PUAF359W. Formerly: PUAF359W. Examines the role of women in the leadership process including the

participation of women as activists, voters, advocates, public leaders and as agents of change through various avenues including, among others, public service (elected and appointed), the media, community service, political organizations, and the nonprofit sector.

PUAF 312 Leading to Get Results (3): Credit only granted for: PUAF312 or PUAF359J. Formerly: PUAF359J. Students will have an opportunity to learn and use results-based leadership competencies to take actions that will make a measurable difference in an issue affecting the student and/or university community.

PUAF 313 Advocacy in the American Political System (3): Credit only granted for: PUAF313 or PUAF359C. Formerly: PUAF359C. Introduces students to the creation of law through the legislative process with a special focus on the Maryland General Assembly.

PUAF 315 Intelligence As a National Security Instrument (3): Credit only granted for: PUAF315 or PUAF388I. Formerly: PUAF388I. Examines the role of intelligence in US national security policy. Topics will include the post WWII history of US intelligence, the current structure of the US intelligence community, the intelligence cycle, covert action, interrogation and intelligence, counterintelligence and cybersecurity.

PUAF 338 Academic Seminar for Interns: Federal and International (3): Corequisite: PUAF339. Restriction: Permission of PUAF-School of Public Policy. Repeatable to 6 credits if content differs. The academic seminar for student interns in PUAF399. Students read, discuss, analyze, and write about topics in political and public policy leadership, and leadership studies.

PUAF 339 Internship in Political Institutions: Federal and International (3-6): Corequisite: PUAF338. Restriction: Permission of PUAF-School of Public Policy. Repeatable to 12 credits if content differs. Offers students supervised internship placements in federal and international political or public policy organizations.

PUAF 348 Academic Seminar for Interns: State and Local (3): Prerequisite: Permission of PUAF-School of Public Policy. Corequisite: PUAF349. Repeatable to 6 credits if content differs. The academic seminar for student interns in PUAF349. Students read, discuss, analyze, and write about topics in political and public policy leadership, and leadership studies.

PUAF 359 Contemporary Issues in Political Leadership and Participation (3): Prerequisite: Permission of PUAF-School of Public Policy. Repeatable to 9 credits if content differs. Special topics in political leadership and participation.

> PUAF 359I: Leading and Investing in Social Change (3): This course will define philanthropy as an exploration of how one develops a vision of the public good and then deploys resources (including donations, volunteers, and voluntary associations) to achieve an impact. During the semester, we will go through the challenging and exciting process of ultimately granting thousands of dollars to achieve a beneficial impact in our local community.

PUAF 359T: Morocco: Human Rights, Security and Development
This winter-term study abroad course aims to understand politics, security and development in Morocco from a global perspective. We will explore issues including democratization, the monarchy, women's and minority rights, education, economic development, radicalization, and security. The post Arab spring world is an exciting time to visit the country because as the surrounding region has experienced major societal and political upheavals over the last few years, Morocco has remained quite stable. We will examine the roots of this. The course includes seminars with Moroccan and international scholars and practitioners, and field trips to Parliament, the Royal Institute for Amazigh Studies, USAID, NGOs, and more.

PUAF 359E: The Policy and Politics of Development in Africa
Students will be exposed to the policy and politics of economic development in Africa and the unique and fascinating history and culture of Ethiopia. The course offers hands on experiential learning with the objective of increasing students' capability to analyze and evaluate political economy of development in emerging economies. The course will also enhance students' understanding of the opportunities and challenges of doing business in Africa. The course also focuses on the normative aspect of development ethics with a unique opportunity to analyze the theory and practice of development planning. Throughout the trip and in various formal and informal venues, we will have group reflections and dialogues on issues in Ethiopian and African political economy, such development polices and planning, development ethics, democratization, human rights, role of the state and market in development, corruption and nepotism, urbanization and pollution, and the role development aid, among others. Students will gain a solid understanding of the policy and politics of development in Africa in general and that of Ethiopia in particular.

PUAF 368 Internship in Community Service Organizations (3-6): Prerequisite: Permission of PUAF-School of Public Policy. Repeatable to 12 credits if content differs. Offers students supervised placements in non-profit community organizations.

PUAF 386 Experiential Learning (3-6): Prerequisite: Permission of PUAF-School of Public Policy. Repeatable to 12 credits if content differs.

PUAF 388 Special Topics in Public Policy (1-3): Prerequisite: Permission of PUAF-School of Public Policy. Restriction: Sophomore standing or higher. Repeatable to 6 credits if content differs. Advanced special topics focusing on an interdisciplinary topic related to Public Policy.

PUAF 388D Innovation and Social Change: Do Good Now (3): This course is team-based, highly interactive and dynamic, and provides an opportunity for students to generate solutions to a wide range of problems facing our world. The course is designed for teams of undergraduates who have a social innovation project to develop and implement as well as students who are interested in joining a team to create social impact. Students will be introduced to the concept of social innovation, while exploring the many mechanisms for achieving social impact. This course deepens student's understanding of entrepreneurship and innovation by guiding them through the creation and implementation process as applied to a project idea of their choice. Participants will

research issues and then generate and implement a project to address an issue they are passionate about. These projects are a laboratory to implement course topics such as design thinking, strategic planning, project management, teamwork, fundraising, marketing, leadership, and project sustainability.

PUAF 388G Global Perspectives on Leading and Investing in Social Change (3):
Poverty, climate change, gender equity, human trafficking, refugee and humanitarian emergencies, public health crises... how do we tackle the world's most pressing issues? Non-governmental organizations (NGOs) are working across borders and in the most desperate circumstances to alleviate suffering and solve problems. This course will discuss the role of NGOs both here and abroad while analyzing the trends and issues related to giving and fundraising for international issues.

PUAF 388I: India: Education and Project Engagement with NGOs and Social Enterprises
Throughout this three-week course, students will gain hands-on, international experience while learning more about the role of philanthropy and nonprofits in today's global environment and provide direct project assistant to a pre-selected group of NGOs, including customized tasks and deliverables to ensure they fulfill all the expectations of the course. Students will work in Delhi and make weekend trips to other locations in India. Through this course, students will be able to apply their political, financial, economic, quantitative, ethical, analytical, and communications skills to tackle real issues in service to actual clients in the social sector. Students will develop useful recommendations for decision makers, propose new or modified practices or policies for social enterprisers, explore and adapt best practices, conduct program evaluations, and perform other work associated with the operation of NGOs.

PUAF 388K Global Leadership in Public Policy (1-3): The course focuses on the big questions of how leaders lead, how they translate ideas into policy, how they produce action, and how we can assess the effectiveness of their work. We will focus especially on how each of us can play our own role as leaders in this process. The course will use a wide variety of policy puzzles, from the safety of the food we eat to the battle on climate change, to understand the big issues of public policy. Students will emerge from the course with a keen sense of policy leadership and with practical skills to make them better leaders.

PUAF 388O: China: China's Philanthropic and Social Sector - Policy and Management Perspectives China's philanthropic and social sector are in the midst of rapid development and transformation. China's complex economy boasts great wealth and opportunity, but also faces critical challenges such as poverty, environmental degradation, rapid urbanization, and vast internal migration. From this dynamic and distinctive landscape emerge innovative, complex, entrepreneurial, and sometimes contradictory approaches from philanthropic, governmental and business leaders. Spend your spring break exploring these complex issues by meeting with leading policy makers, philanthropists and staff from social sector organizations in Beijing, Shanghai, Chengdu and Shangli. You will complement these professional meetings with visits to some of China's important cultural, historical and environmental sites; this course will

40

allow you to view these sites beyond the lens of a tourist as you delve into issues of management and funding related these landmarks. Broaden your understanding of the role of the philanthropic sector this spring break by examining key management and policy issues in China.

PUAF 396 Fellowship Program in Political Leadership (2-6): Prerequisite: Permission of PUAF-School of Public Policy. Restriction: Must be enrolled in the full-time fellowship program. Individual instruction course.

PUAF 398 Fellowship Program in Political Leadership (3-6): Prerequisite: Permission of PUAF-School of Public Policy. Restriction: Must be enrolled in the full-time fellowship program. Repeatable to 12 credits if content differs.

PUAF 399 Directed Study in Public Policy (1-6): Prerequisite: Permission of PUAF-School of Public Policy. Repeatable to 12 credits if content differs. Guidance for the advanced student capable on interdisciplinary study on special projects under the supervision of faculty.

B. Catalog descriptions of the new or revised courses and relationship to current courses

PUAF 100 Foundations of Public Policy (3): (Formerly, PUAF 288P) A survey course, focusing on public policy institutions and analytical issues as well as on overview of key public policy problems. Students will be introduced to public policy as a discipline, with a brief overview of the actors and institutions involved in the process, and familiarize themselves with the kinds of problems typically requiring public action. The course will examine these problems from a multijurisdictional and multisectoral perspective. Specific policy areas examined include education policy, health policy, economic and budgetary policy, criminal justice policy, environmental policy, and national and homeland security policy. The course should permit students to have broad foundational exposure to the field that will give them a solid base for more advanced courses.

PUAF 101 Great Thinkers on Public Policy (3): Introduction to the intellectual foundations of public policy, from ancient theories on collective public action through the more contemporary development of public policy as a discipline. This may start as early as the ancient Greek philosophers and their views on public action through contemporary classics of public policy. Emphasis will be on the interdisciplinary foundations of public policy, through examining core disciplinary contributions from economics, political science, management, philosophy, and other relevant disciplines. At the conclusion of the course, students will have read classic works in the field and will master the key themes that have dominated the intellectual debates about public policy over its history.

PUAF 202 Public Leaders and Active Citizens – This course aims to inspire, teach and engage students in the theory and practice of public leadership from the local to the national to the global level. Public Leadership is defined as "the inspiration and mobilization of others to undertake

41

collective action in pursuit of the common good[11]." Students will learn and apply diverse approaches to leadership in a multicultural society while developing an understanding of key frameworks and practices necessary to foster collective action across private, public, and nonprofit sectors. This course will allow students to become informed citizens able to reason critically and persuasively about public matters as it will be highly interactive with various kinds of participation – panels, debates, role-playing, dialogue with speakers. Students will also explore and assess their own personal values, beliefs, and purpose as they develop their leadership potential. Finally, students will understand the leadership skills and challenges particular to their role as a future policymaker.

PUAF 203 Liberty and Justice for All: Ethics and Moral Issues in Public Policy – This course will broaden students' understanding of the moral dimensions of public policy as well as their own individual moral perspective. Discussions will include the ideal of a just society, and the place of liberty and equality in it, while focusing on contemporary theories of ethics and justice. It will develop students' appreciation of the ethical challenges unique to the public service sector while building their skills in ethical analysis and decision-making. We will explore the increasing ethical challenges in a world in which technology, global risks, and societal developments are accelerating faster than our understanding can keep pace. A framework for ethical decision-making underpins the course. A broad range of domestic and international case studies will be used, such as: Ebola; Space X (Elon Musk's voyages to Mars); ISIS' interaction with international NGOs; sexual assault on U.S. university campuses and in the U.S. military; the refugee crisis; Snowden and the CIA; etc.

PUAF 213: Introduction to Nonprofit and Social Change Leadership (3): Through discussions of contemporary trends, challenges and issues, this course provides an introduction to the nonprofit sector and the leadership and management skills required to achieve social impact. The course will explore the history, theories, and roles of philanthropy and the nonprofit sector in societies and cultures. Students will be able to demonstrate an understanding of the process and principles of social entrepreneurship and social innovation. Additionally, the course will introduce students to topics in leadership, social innovation, resource development, community mobilization through networks, the role of policy-making in creating change, and overall strategies for achieving social change.

PUAF 300: Governance: Collective Action in the Public Interest (3): *Pre-req: PUAF 100 and 101*. Examination of societal responses to public problems, including actions by government, non-profit and private sector actors, as well as civil society. Students will examine the roles of these various actors, as well as the nature of civic responsibility. The course will examine the various stages of the policy process, asking the following questions: How does something get defined as a problem that requires a public policy response? How do we think about what the options are for this response, and how do we choose among them? What are the factors that contribute to successful policy implementation? How do we evaluate the success of public policies? These questions will be addressed using examples of current public policy problems, and students will be expected to engage in individual and collaborative work to design responses to those problems.

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[11] Bryson, J. M., & Crosby, B. (1992). Leadership for the common good. San Francisco, CA: Jossey-Bass.

PUAF 302 Examining Pluralism in Public Policy (3): *Pre-req: PUAF 203; Previously, Leadership: Philosophy, Policy and Praxis* Understanding pluralism and how groups and individuals coexist in society is an essential part of the public policy process. This course will examine the ways in which the diverse experiences of race, gender, ethnicity, class, orientation, identity, and religion impact the understanding of and equitable delivery of public policy. The examination of how identity development shapes our understanding of society and influences the decision-making process is central to students' shaping policy that is truly for the people. This course will equip students with the skills needed to analyze pluralism and draw conclusions about the application of various theories to public policy issues.

PUAF 303 Public Economics: Raising and Spending the People's Money (3): *Pre-req: ECON 200*. Applied course in public finance, including introductions to resource mobilization (including taxation), macroeconomic policy, key public expenditure policies, and government budgetary processes and politics. The course will build on the foundations from ECON 202 to address the specific application of public finance principles to solving public problems. The course will focus on the principles of welfare economics (including market failure), economic principles as applied to particular spending programs and tax choices, and issues and institutions involved in the allocation and management of resources both at a national and subnational level. The focus of the course is on these issues from both a domestic and global perspective. At the conclusion of the course, students should be able to apply the tools of economics to inform societal and governmental choices, and understand how those choices are made in practice.

PUAF 304 Evaluating Evidence: Finding Truth in Numbers (3): *Pre-req: STAT 100*. Course designed to create intelligent consumers of policy research. The course is not designed to make students into policy researchers, but to enable them to understand the research done by others with a sufficiently skeptical eye to allow them to determine whether the findings of the research are valid given the assumptions made and methods used. This will involve, in part, thinking about the various problems in research design or conduct that could lead to faulty conclusions. It will also involve being able to differentiate between credible sources of information and those that are not objective. At the conclusion of the course, students should be able to differentiate objective evidence from political argumentation.

PUAF 305 Internship in Policy Institutions (3-6): Offers students supervised internship placements in state and local political or public policy organizations. This course is the academic component of the internship experience. Students will spend approximately 135 hours per semester or session in a pre-approved, supervised internship in state and local political or public policy organizations. Students are required to submit weekly, guided reflections and a 25-page research paper as a part of their internship experience. Each student is required to develop, in collaboration with his or her site supervisor, an official learning contract which outlines the duties and responsibilities of the internship.

PUAF 306 Public Policy Analysis in Action (3): (Taken after 60 credits) – This course will utilize our unique location in the Washington, D.C. region to create a laboratory within which to analyze local, regional, national and international policy problems. Students will be put into teams and assigned to real and timely policy cases. The course will include meetings and field trips with local leaders in the field, ideally connected to the cases. Student will then expand and apply their use of policy analysis and evaluation skills to define those problems, analyze

alternative responses, devise appropriate strategies for implementation, and evaluate the success of the proposed policy and implementation. The course will conclude with team presentations to local leaders and faculty. This distinctive course will serve to prepare students for their client-based senior capstone course.

<u>PUAF 313: Advanced Issues in Nonprofit and Social Change Leadership (3):</u> (Pre-req: PUAF312) This course will be further students understanding of topics in leadership, social innovation, resource development, community mobilization through networks, the role of policy-making in creating change, and overall strategies for achieving social change. This course will further students understanding of the creation and leadership of nonprofits, nonprofit governance, boards, and committees; strategic planning and partnerships; membership management; advocacy and public policy processes; community outreach; and cross-sector approaches to social change. A central organizing concept for this class is that creating social change is a challenging, long-term project, and organizations trying to create social change must engage in a different kind of leadership and strategy in order to truly create change.

<u>PUAF 400 Senior Capstone (3):</u> *Pre-req: PUAF 306*. (Taken after 90 credits) – Public Policy students will take the skills and knowledge gained through their curriculum and apply them through their senior capstone course. Students will work in teams on problems and issues presented by outside clients, with guidance from faculty facilitators and interaction with the clients. Each team will work with the client to address a particular problem and produce a mutually agreed-upon outcome. These hands-on projects will advance students' understanding of the analytical, leadership, communication and problem-solving skills necessary to address today's policy problems while allowing them to gain professional-level experience that could contribute to their success in their post-UMD endeavors. The course will conclude with an event that allows all teams to present their findings and outcomes to their client while being evaluated by faculty and public policy professionals.

<u>PUAF 401 Contemporary Issues in Public Policy (3):</u> (Taken after 90 credits) This course will be an integrative course that allows policy students to explore the complexities of the policy-making process from the perspective of specific policy topics. They will learn about and discuss subject-based issues in a seminar format led by faculty and policy experts. Site visits to federal agencies, guest speakers, and round table sessions ensure that students receive a variety of real-world perspectives on their chosen policy area.

44

Appendix E: School of Public Policy Faculty

Madiha Afzal, Assistant Professor
Madiha Afzal is an Assistant Professor at the University of Maryland's School of Public Policy, and a Non-Resident Fellow at the Brookings Institution. Her current work examines the links between education and radicalization in Pakistan; elections, voter behavior and legislator performance in Pakistan; and Pakistanis' views of the United States.

Kenneth Apfel, Professor of the Practice
Kenneth S. Apfel joined the School's faculty in fall 2006 as Professor of the Practice. His teaching and research interests are in public management and leadership, as well as in social policy, with a particular focus on aging, health care, and retirement issues.

Douglas Besharov, Norman & Florence Brody Professor
Mr. Besharov was the first director of the U.S. National Center on Child Abuse and Neglect, from 1975 to 1979.

Alok Bhargava, Professor
Alok Bhargava (b. 13 July 1954, <u>Alwar</u>, <u>India</u>) is an <u>Indian-American</u> <u>econometrician</u>. He studied mathematics at <u>Delhi University</u> and <u>economics</u> and econometrics at the <u>London School of Economics</u>.

Angela Bies, Endowed Associate Professor of Global Philanthropy and Nonprofit Leadership
Angela Bies, Ph.D. is endowed associate professor of global philanthropy and nonprofit leadership at the School of Public Policy at the University of Maryland and affiliated with the SPP Center for Philanthropy and Nonprofit Leadership.

David A. Crocker, Senior Research Scholar
Dr. David A. Crocker is senior research scholar and director of the School of Public Policy's international development specialization. Coming to UMD in 1993, he specializes in international development ethics, sociopolitical philosophy, transitional justice, democracy, and democratization. He has directed study-abroad trips to Morocco, Peru, and Ethiopia.

I. M. 'Mac' Destler, Saul Stern Professor of Civic Engagement
Dr. Destler is a scholar who specializes in the politics and processes of U.S. foreign policymaking. He is co-author, with Ivo H. Daalder, of **In the Shadow of the Oval Office** (Simon and Schuster, 2009), which analyzes the role of the President's national security adviser from the Kennedy through the George W. Bush administration.

Elizabeth M. Duke, Senior Lecturer
Elizabeth M. (Betty) Duke joined the School of Public Policy as a Senior lecturer in August 2009. She teaches in Management, leadership and Finance (MFl).

Gerard Evans, Adjunct Lecturer
A lawyer and lobbyist by trade, Gerard Evans has nearly 25 years of experience advocating for a diverse range of interests before lawmakers in Annapolis, MD. In addition to being one of the longest working lobbyists in the state,

Toby Egan, Associate Professor
Toby Egan is an associate professor at the School of Public Policy and affiliate associate professor in the Robert H. Smith School of Business at the University of Maryland (UMD). Prior to joining UMD, he was an associate professor in the Purdue University Graduate School and Purdue School of Engineering and Technology.

Christopher Foreman, Professor
Chris Foreman is professor and director of the social policy program at the University of Maryland's School of Public Policy where he teaches courses on political institutions and the politics of inequality.

Steve Fetter, Professor
Steve Fetter has been a professor in the School of Public Policy since 1988, serving as dean from 2005 to 2009. His research interests include nuclear arms control and nonproliferation, nuclear energy and releases of radiation, and climate change and carbon-free energy supply.

Nancy Gallagher, Senior Research Scholar; Interim Director, CISSM
Nancy Gallagher is the Interim Director at the Center for International and Security Studies at Maryland (CISSM) and a Senior Research Scholar at the University of Maryland's School of Public Policy. She co-directs the Advanced Methods of Cooperative Security Program, an interdisciplinary effort to address the security implications of globalization by developing more refined rules of behavior and more comprehensive transparency arrangements.

Elisabeth Gilmore, Assistant Professor
Elisabeth Gilmore is an Assistant Professor in the School of Public Policy at the University of Maryland, College Park.

Miguel Gonzalez Marcos, Lecturer
Miguel González Marcos is trained in law. He holds degrees from Johann Wolfgang Goethe Universität (Ph.D.); Montpellier 1 University, France (Diplôme d'Université in International Nuclear Law); New York University (LL.M.); State University of New York at Buffalo (J.D.); and Universidad de Panamá (LL.B.). P

Robert T. Grimm Jr., Professor of the Practice and Director, Center for Philanthropy and Nonprofit Leadership
Robert T. Grimm, Jr. is Director of the <u>Center for Philanthropy and Nonprofit Leadership</u>. Through generous leadership gifts, he became the founding professor and director of an endowed Center focused on igniting a culture of philanthropy through a new model for the college experience that is unparalleled across higher education.

Ricco Hall, Adjunct Lecturer
His professional experience covers the areas of education, psychology, program management, health and human services, and criminal justice.

Thomas Hilde, Senior Lecturer
Tom Hilde is Research Professor in the School of Public Policy. He teaches courses in International Environmental Agreements, Moral Dimensions of Public Policy, Environment & Development, and Environmental Ethics.

Nathan Hultman, Associate Professor; Environmental and Energy Policy Specialization Director
Nathan Hultman is director of Environmental and Energy Policy program at the University Of Maryland School Of Public Policy. He is also associate director of the Joint Global Change Research Institute, a collaboration between the University of Maryland and the Pacific Northwest National Laboratory.

Nina Harris, Assistant Dean, Undergraduate Studies; Adjunct Lecturer
Nina Harris serves as the Assistant Dean for Undergraduate Studies in the University of Maryland, School of Public Policy. A skilled administrator with over 25 years of higher education experience, specializing in developing and administering successful undergraduate and leadership development programs at major universities, Dr. Harris provides direction to all current and developing undergraduate initiatives in the School.

Philip Joyce, Senior Associate Dean and Professor
Philip Joyce is Senior Associate Dean and a Professor of Public Policy in the University of Maryland's School of Public Policy. Professor Joyce's teaching and research interests include public budgeting, performance measurement, and intergovernmental relations.

Anne Kaiser, Adjunct Lecturer
Anne Kaiser is in her fourth term as a member of the Maryland House of Delegates, representing the 14th District in Montgomery County. She is honored to serve as the Majority Leader in the House of Delegates.

Donald F. Kettl, Professor
Donald F. Kettl is a professor at the School of Public Policy and a nonresident senior fellow at the Brookings Institution. He served as the dean of the school from 2009-2014.

Pradeep Kapur, Visiting Clinical Professor
Areas of Interest: Issues of Global Trade & Development

Jennifer Littlefield, Associate Director, CPNL; Director, Public Leadership Program; Adjunct Lecturer
Dr. Jennifer Littlefield is the Director of the College Park Scholars Public Leadership program and the Associate Director of the Center for Philanthropy and Nonprofit Leadership. Jennifer has been involved with the Public Leadership Program since 2007, serving as both Assistant and Associate Directors prior to her appointment as Director.

William Lucyshyn, Interim Director; Senior Research Scholar; Director of Research, CPPPE
William Lucyshyn, M.S., is a Research Director at the Defense Advanced Research Projects Agency (DARPA) and a Visiting Senior Research Scholar at the Center for Public Policy and Private Enterprise in the School of Public Affairs at the University of Maryland

Robert Nelson, Professor
Robert Nelson is a professor in the environmental program within the School of Public Policy. Teach courses in environmental, natural resource and other policy areas. Teaches the policy analysis workshop, which is designed to give students the communications and other practical skills needed to apply policy analysis in real world settings.

William Nolte, Research Professor, CPPPE
William M. Nolte is the former director of education and training in the office of the Director of National Intelligence and chancellor of the National Intelligence University.

Robert Orr, Dean and Professor
Dr. Robert C. Orr serves as UMD School of Public Policy dean, United Nations under secretary-general, and special advisor to the UN secretary-general on climate change.

Anand Patwardhan, Professor
Anand Patwardhan was Professor in the Shailesh J Mehta School of Management at the Indian Institute of Technology-Bombay.

Peter Reuter, Professor
Peter Reuter is Professor in the School of Public Policy and in the Department of Criminology at the University of Maryland. He is Director of the Program on the Economics of Crime and Justice Policy at the University and also Senior Economist at RAND.

Allen Schick, Distinguished University Professor
Dr. Schick came to the Maryland School of Public Policy from the Congressional Research Service, Library of Congress, where he served as a senior specialist.

Susan Schwab, Professor
Ambassador Susan C. Schwab became the United States Trade Representative on June 8, 2006. As USTR, she was a member of the President's Cabinet and served as the President's principal trade advisor, negotiator, and spokesperson on trade issues.

R. H. Sprinkle, Associate Professor; Sustainability Minor Co-Director
Robert Hunt Sprinkle, MD, PhD, works at the intersection of politics and the life sciences.

Travis St. Clair, Assistant Professor
Travis St.Clair is an assistant professor at the University of Maryland's School of Public Policy, teaching courses on public finance and financial management.

Phillip L. Swagel, Professor
Phillip L. Swagel is Professor in International Economic Policy at the Maryland School of Public Policy. He directs the Thomas Schelling Distinguished Visitor Series, which brings to the university eminent policy makers and leading academics who have made sustained contributions to public policy.

Susannah Washburn, Lecturer
Susannah Washburn directs iGIVE, a new program at the University of Maryland School of

Public Policy in which students live together and learn about philanthropy and social change through research, writing, grant making, and social action projects.

Michael Wertheimer, Professor of the Practice
Wertheimer joins UMD from the National Security Agency, where he served as director of research from 2010-2014. In 2009 he was selected as Technical Director for the Data Acquisition Office in the NSA's Signals Intelligence Directorate.

Subject: Re: ECON 200 & PUAF
Date: Friday, January 15, 2016 at 10:28:13 AM Eastern Standard Time
From: Katherine Ford Russell
To: cclement-contact
CC: Nina P. Harris

Cindy,

Thank you! Enjoy NM!

Katherine

Katherine F. Russell, PhD
Associate Dean
College of Behavioral and Social Sciences
University of Maryland
301.405.1692
krussell@umd.edu

On Jan 15, 2016, at 9:06 AM, Cindy Clement <Clement@econ.umd.edu> wrote:

> Yes, we would be ok with PUAF adding ECON 200 as requirement. I suggest they also consider ECON
> 111 as an alternative way to meet same requirement.
>
> In New Mexico now until next Thursday. I would like to chat with PUAF folks thereafter if possible.
>
>
> Sent from my Verizon Wireless 4G LTE smartphone
>
>
> -------- Original message --------
> From: Katherine Ford Russell <krussell@umd.edu>
> Date: 1/15/2016 5:30 AM (GMT-07:00)
> To: Cindy Clement <cclement@umd.edu>
> Subject: ECON 200 & PUAF
>
> Cindy,
>
> Would you be ok with PUAF listing ECON 200 as a major requirement in their new major proposal? No #
> estimates because it's a new major.
>
> Best,
> Katherine
>
> ----------
> Katherine F. Russell, PhD
> Associate Dean
> College of Behavioral and Social Sciences
> University of Maryland
> 301.405.1692
> krussell@umd.edu

Page 1 of 1

50

UNIVERSITY OF MARYLAND

COLLEGE OF COMPUTER, MATHEMATICAL, AND NATURAL SCIENCES
Office of the Dean

January 21, 2016

To Whom It May Concern:

The College of Computer, Mathematical and Natural Sciences has no objection to, or cause for concern, with the inclusion of STAT100 as a requirement in the proposed undergraduate program in Public Policy.

Sincerely,

Dr. Lisa Bradley

Assistant Dean

UNIVERSITY OF MARYLAND

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

DEPARTMENT OF HISTORY
Dr. Peter Wien

January 21, 2016

To Whom It May Concern:

The Department of History has no objection, or cause for concern, with the inclusion of HIST201 as a requirement in the proposed undergraduate program in Public Policy.

Sincerely,

Dr. Peter Wien
Associate Professor, Associate Chair

DATE: February 10, 2016

TO: Nina P. Harris, Assistant Dean, School of Public Policy

FROM: On behalf of the University of Maryland Libraries:

             Judy Markowitz, Librarian for Public Policy
             Maggie Saponaro, Interim Head of Collection Development
             Daniel C. Mack, Associate Dean, Collection Strategies & Services

RE: Library Collection Assessment

We are providing this assessment in response to a proposal by the School of Public Policy to create a Public Policy Undergraduate Major. The School of Public Policy asked that we at the University of Maryland Libraries assess our collection resources to determine how well the Libraries support the curriculum of this proposed program.

Serial Publications

The University of Maryland Libraries currently subscribe to a large number of scholarly journals, almost all in online format, that focus on the inter-disciplinary nature of public policy. Many of these are top ranked journals by the *Journal Citation Reports*[*] in terms of impact and are widely recognized in the fields of public administration, government, business, and economics. Related subjects with high impact journals include law, environmental sciences and health. Core journals (online) focusing on public policy include the following:

> *Administrative Science Quarterly*
> *American Review of Public Administration*
> *Climate Policy*
> *Environment and planning C-Government and Policy*
> *Governance*
> *Journal of European Public Policy*
> *Journal of European Social Policy*
> *Journal of Policy Analysis and Management*
> *Journal of Public Administration and Theory*
> *Journal of Social Policy*
> *Philosophy and Public Affairs*
> *Policy Sciences*
> *Policy Studies Journal*
> *Public Administration Review*
> *Public Administration*
> *Regulation and Governance*
> *Review of Public Personnel Administration*

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[*] Note: *Journal Citation Reports* is a tool for evaluating scholarly journals. It computes these evaluations from the relative number of citations compiled in the *Science Citation Index* and *Social Sciences Citation Index* database tools.

In cases in which the Libraries do not subscribe to articles in journals that we do not own, nearly all will be available through Interlibrary Loan/Document Delivery.

Databases

The Libraries' *Database Finder* (http://www.lib.umd.edu/dbfinder) resource offers online access to databases that provide indexing and access to scholarly journal articles and other information sources.   Many of the important relevant databases for public policy research are part of the ProQuest and EbscoHost vendor/platforms. This allows students to search multiple databases within the platform and remove duplicate results.

Important databases from the ProQuest platform include:
1. *PAIS International and Archive* – All aspects of public policy. Provides coverage of contemporary issues and the making and evaluating of public policy including economics, finance, law, education, the military, political science, public administration, international law and relations, the environment, demography, public health, science and technology, and reports and commentary on public affairs from the serious general press. Coverage is from 1914 to the present.
2. *Worldwide Political Science Abstracts* – Database covering political science and its complementary fields, including international relations, law, and public administration / policy. Coverage is from 1975 to the present.
3. *Congressional Publications* – Legislative database providing the full text of congressional publications. Includes: hearings, legislative histories, committee prints and reports, House and Senate documents, Congressional Record, Serial Set, CRS Reports, bills, public laws, regulations, etc. Coverage ranges from 1789 to the present.
4. *Public Health* – All aspects of public health with coverage ranging from social sciences and biological sciences to business. Coverage ranges from 1990's to the present.
5. *Environmental Science Collection* – Database comprised of 14 individual environmental databases covering policy issues related to water, pollution, climate, agriculture, ecology, health, population, fisheries, etc.

Important databases from the EBSCOhost platform include:

1. *International Political Science Abstracts* - Database produced by the International Political Science Association and covers the world's leading journals in political science. Coverage is from 1951 to the present.
2. *Business Source Complete* – Business database covering all aspects of business relevant to public policy providing access to topics including leadership, philanthropy and policy. Coverage is from 1886. *EconLit* – Economics database covering all aspects of economics relevant to public policy including inequality, labor and demographics. Coverage is from 1886.
3. *Health Policy Reference Center* - All aspects of health policy and related issues including health care access, health care quality, health care financing, access and delivery, administration, financing and economics, planning, quality, reform, health services research, and public health.

54

4. *Military and Government Collection* – Database for current news of all branches of government covering defense, military technology, global security, and foreign affairs. Coverage is from 1990 to the present.
5. *Middle Eastern and Central Asian Studies* - Database covering political affairs & law, international relations, economic affairs, business & industry, cultural heritage, arts & humanities, society & social welfare, ethnic diversity & anthropology, significant religious events & movements and recent history in the Middle East and Central Asia. Coverage is from 1990 to the present.

We subscribe to many other databases that are relevant to this curriculum, including:

1.

   CIAO (Columbia International Affairs Online) –Access to working papers, policy briefs, journal articles, and books covering topics such as government, development, security, and economics.
2. *Greenwire* – Database includes ClimateWire, EnergyWire, Environment & Energy Daily (E&E) and provides comprehensive, state, national and international daily coverage of environmental and energy politics and policy, includes summaries of important energy and environmental policy coverage from hundreds of print, broadcast and online sources, including editorials. Coverage is from 1996 to the present.
3. *Foundation Directory* - provides everything about U.S. foundations and their millions of grants around the world. Search up to nine databases at once — grantmakers, companies, grants, 990s, RFPs, philanthropy news, foundation-sponsored publications, nonprofit literature, and jobs. Includes descriptions of more than 100,000 Community Foundations; Corporate Giving Programs, Operating Foundations, Private Grantmaking Foundations (independent and company-sponsored foundations); and Grantmaking Public Charities.
4. *OECD iLibrary* – Access to the online library of the Organisation for Economic Co-operation and Development. Comprises 20 book collections by theme, containing all OECD monographs and reports, most OECD periodicals, and the OECD statistical databases. Includes international economic development, including: agriculture & food, education and skills, environment & sustainable development, energy, finance & investment, governance, social issues, science & information technology, and governance. Coverage from 1998 – present.
5. *Law and Law Review Journals in:* LexisNexis Academic and HeinOnline Law Journal Library.
6. *CQ Databases include:* CQ Almanac, CQ Weekly, CQ Congress Collection, CQ Committee Coverage and CQ Politics in America.
7. *Statistical Databases include*: International Monetary Fund, Data-Planet, Country Data (PRS), Statistical Insight, Statistical Abstract of the US, and World Bank. In addition, the University is a member of ICPSR (Interuniversity Consortium for Political and Social Research) which provides access to downloadable datasets.

Because of the inter-disciplinary nature of public policy research, students will consult databases in the fields of education (Education Resource Complete, ERIC); Criminal Justice (Criminal Justice Abstracts, National Criminal Justice Reference Service Abstracts, Criminal Justice Periodicals); and Family/Women (Women's Studies International, Family and Society Studies Worldwide, Family Studies Abstracts).

In addition, there are general/multidisciplinary databases such as *Academic Search Premier, JSTOR, MasterFILE Premier* and *Project MUSE* that are good sources of articles relevant to public policy research.

Monographs

The Libraries regularly acquire scholarly monographs covering all aspects of public policy and the related subject disciplines. A search of the University of Maryland Libraries' WorldCat UMD catalog was conducted, using a variety of relevant subject and keyword terms. There are many subjects and keywords that are used for public policy topics and this investigation yielded thousands of results of books that we own, including these selected titles:

public policy (subject) = 9,696
Researching Developing Countries: A Data Resource Guide for Social Scientists (2016 / e-book)
Behavioral Intervention Research : Designing, Evaluating, and Implementing (2016 / e-book)
Managing Complexity : Economic Policy Cooperation after the Crisis (2016 / e-book)
Health Care Budgeting and Financial Management (2016 / e-book)
Social Policy in the European Union (2015 / print)

leadership (subject) = 6,428
An Intellectual History of School Leadership Practice and Research (2016 / e-book)
Leadership Across the Globe (2016 / e-book)
Debugging Teams (2016 / e-book)
Negotiating in the Leadership Zone (2016 / e-book)

social change (subject) = 3,343
Creating the Social Venture (2016 / e-book)
Social Inequality and Leading Principles in Welfare States : The Impact of Institutional Marketization, Fragmentation and Equalization on Social Structure (2015 / e-book)
Afterburn: Society Beyond Fossil Fuels (2015 / print)
Beyond Innovation: Technology, Institution and Change as Categories for Social Analysis (2015 / print)

philanthropy (keyword) = 1,145
Fundraising and Institutional Advancement : Theory, Practice, and New Paradigms (2015 / e-book)
The Oxford Handbook of Local Competitiveness (2015 / e-book)
The New education Philanthropy: Politics, Policy and Reform (2015 / print)
No Such Thing as a Free Gift: The Gates Foundation and the Price of Philanthropy (2015 / print)
A Path Appears: Transforming Lives, Creating Opportunity (2014 / print)
Understanding Philanthropy: It's Meaning and Mission (2008 / e-book)
Why Philanthropy Matters : How the Wealthy Give, and What It Means for Our Economic Well-Being (2003 / e-book)

Additional subject and keyword terms to use for public policy research for which we have thousands of titles include but are not limited to: health policy; environmental policy; education policy; economic policy; organizational behavior; cybersecurity; political leadership; social innovation; global leadership.

Monographs not already part of the collection can usually be added upon request. In addition, monographs we do not own can be borrowed through UBorrow, the Libraries' membership in the Committee on Institutional Cooperation (CIC) and Interlibrary Loan.

Additional Materials and Resources

In addition to serials, monographs and databases available through the University Libraries, students in the proposed program will have access to a wide range of media, datasets, software, and technology. Library Media Services (http://www.lib.umd.edu/lms) houses media in a variety of formats that can be utilized both on-site and via ELMS course media. GIS Datasets are available through the GIS Data Repository (http://www.lib.umd.edu/gis/dataset) while Statistical consulting and additional research support is available through the Research Commons (http://www.lib.umd.edu/rc) while technology support and services are available through the Terrapin Learning Commons (http://www.lib.umd.edu/tlc).

The subject specialist librarian for the School of Public Policy, Judy Markowitz judym@umd.edu, also serves as an important resource to program such as the one proposed. Ms. Markowitz develops guides for general public policy research as well as guides for specific courses; she conducts library instruction sessions and meets one-on-one with students to help them with their library research.

Other Research Collections

Because of the University's unique physical location near Washington D.C., Baltimore and Annapolis, University of Maryland students and faculty have access to some of the finest libraries, archives and research centers in the country vitally important for researchers in public policy. These include the Library of Congress, the National Archives, National Library of Medicine, and the National Agricultural Library, to name just few.

Conclusion

With our substantial journals holdings and index databases, as well as additional support services and resources, the University of Maryland Libraries have resources to support teaching and learning in public policy. These materials are supplemented by a strong monograph collection. Additionally, the Libraries UBorrow (CIC) and Interlibrary Loan services make materials that otherwise would not be available online. As a result, our assessment is that the University of Maryland Libraries are able to meet the curricular and research needs of the proposed Undergraduate Degree in Public Policy.

Subject: RE: Public Policy Major Request

Date: Monday, February 8, 2016 at 2:28:39 PM Eastern Standard Time

From: Lance T. Yonkos

To: Nina P. Harris

Hi Nina,

I am happy to approve including ENST233 as an elective in satisfaction of the new Public Policy major. Please let me know if I need to provide any form of official acknowledgment or if this email is sufficient.

Best,
Lance

Lance Yonkos, Ph.D.
****
Assistant Professor
University of Maryland
Environmental Science and Technology
1451 ANS Building
College Park MD 20742
Tele: 301-405-7871
Email: lyonkos@umd.edu
****

From: Nina P. Harris
Sent: Monday, February 08, 2016 12:07 PM
To: Lance T. Yonkos <lyonkos@umd.edu>
Subject: Re: Public Policy Major Request
Importance: High

Dear Lance-

Just sending a quick follow up on our request below. Thank you for your consideration.

From: nina harris <nharris@umd.edu>
Date: Tuesday, January 26, 2016 at 11:45 AM
To: "Lance T. Yonkos" <lyonkos@umd.edu>
Subject: Public Policy Major Request

Dear Lance Yonkos:

The School of Public Policy is proposing a major in Public Policy. I am writing to ask your approval to list the following course/s among the list of focus area courses. Currently, it is listed as an approved course for the Sustainability Studies Minor.

- **ENST 233 - Introduction to Environmental Health**

This interdisciplinary Public Policy major will focus on using analytical decision-making to study an array of subjects ranging from the processes of making, implementing and evaluating government policies to the ethical evaluation of contemporary social problems, both domestic and international. The major will have two distinctive components: 1) core foundational skills critical for the understanding and analysis of problems and proposed solutions; and 2) the application of these skills and competencies to address challenges in the real world by engaging with the policy process at local, state at national levels through real-time projects. The major in Public Policy will equip students with competence in analytical skills, supported by theory and data, to prepare them for careers in public service, policymaking, and the public, private, and nonprofit sectors.

Public Policy Major Curriculum

Required Major Courses

ECON 200 Principles of Microeconomics (HS)	4
PUAF 202 Public Leaders and Active Citizens OR	3
PUAF 201 Leadership for the Commmon Good (IS/SP)	
PUAF 203 Liberty and Justice for All: Ethics and Moral Issues in Public Policy	3
Introduction to Public Policy Focus (Choose from courses in focus list)	3
PUAF 300 Governance: Collective Action in the Public Interest	3
(Pre-req: PUAF100 and PUAF101)	
PUAF 302 Examining Pluralism in Public Policy (UP)	3
PUAF 303 Public Economics: Raising and Spending the People's Money	3
PUAF 304 Evaluating Evidence: Finding Truth in Numbers	4
PUAF 305 Internship Class OR Approved Study Abroad	3
PUAF 306: Public Policy Analysis in Action (Taken after 60 credits)	3
PUAF 400 Senior Capstone (Taken after 90 credits; Pre-req: PUAF306)	3
PUAF 401 Contemporary Issues in Public Policy (Taken after 90 credits)	3

Focus or PUAF electives (12 credits)
Three credits may overlap with Intro to Focus course above

Focus/PUAF Elective Course 1	3
Focus/PUAF Elective Course 2	3
Focus/PUAF Elective Course 3	3
Focus/PUAF Elective Course 4	3

Focus Area/Elective Courses
Students may choose an area of focus to delve deeper into a particular policy area or subject. These students choose four (4) courses from one of the three areas below. We intend to expand our areas of focus by partnering with other departments on campus such as Physics and Government and Politics. Students who do not choose a focus must select at least two courses from the list below and two other electives approved by the program. These students have the ability to build the major to their own interests and goals.

Sustainability

PUAF 301	Sustainability
BSCI 363	The Biology of Conservation and Extinction
ENST 440	Crops, Soils, and Civilization
INAG 123	Intro to Sustainable Agriculture
LARC 160	Introduction to Landscape Architecture

ARCH 460   Measuring Sustainability
AREC 365   World Hunger, Population, and Food Services
ENSP 330   Introduction to Environmental Law
GEOG 331   Introduction to Human Dimensions of Global Change
ENGL 398V   Writing about the Environment
ENST 233   Introduction to Environmental Health
GEOG 330   As the World Turns: Society and Sustainability in a Time of Great Change

Public Leadership
PUAF311   Women in Leadership
PUAF313   Advocacy in the American Political System
AASP101   Public Policy and the Black Community
AASP314   The Civil Rights Movement
AAST222   Immigration and Ethnicity in America
HESI217   Introduction to Student Leadership
HESI315   Leadership in Groups and Organizations
LASC234   Issues in Latin American Studies I
PSYC221   Social Psychology
PSYC289E   The Psychology of Evil
PSYC362   Introduction to Negotiation
SOCY432   Social Movements
SOCY425/   Gender Roles and Social Institutions
WMST425

Nonprofit and Social Change Leadership
PUAF 214   Leading and Investing in Social Change: Re-defining and
              Experimenting with Philanthropy
PUAF 215   Innovation and Social Change: Creating Change for Good
PUAF359I   Leading and Investing in Social Change
PUAF 388D Innovation and Social Change: Do Good Now
PUAF 388G Global Perspectives on Leading and Investing in Social Change
CPPL200/201 Public Leadership Colloquium
PUAF388O   China: China's Philanthropic and Social Sector
              Policy and Management Perspectives
PUAF388I   Education and Project Engagement with NGOs and Social Enterprises
PUAF213   Introduction to Nonprofit and Social Change Leadership
PUAF313   Advanced Nonprofit and Social Change Leadership
BMGT 389E Maryland Social Entrepreneur Corps
BMGT 468U Social Entrepreneurship Laboratory

Thank you for your consideration. I look forward to hearing from you at your earliest convenience. Do let me know if you have any questions.

Dr. Nina P. Harris
Assistant Dean
Maryland School of Public Policy
(301)405-0390
nharris@umd.edu

Subject: Re: Public Policy Major request

Date: Monday, February 8, 2016 at 4:05:19 PM Eastern Standard Time

From: Laurie A Frederik Meer

To: Nina P. Harris

CC: Jennifer Sanchez

Priority: High

Dear Nina,
Apologies for the delayed response. YES, you are welcome to list our 234-235 courses for the program. Congratulations on adding the major! It sounds exciting, and certainly important for UMD. I have so many students interested in public policy - I'm sure it will be very popular.

Let me know if you need any information about the courses when you get to that point.

Best regards,
Laurie

--<>--<>--<>--<>--
Laurie Frederik, PhD
Director, Latin American Studies Center
Associate Professor, Performance Studies
Affiliate Faculty, Anthropology and Ethnomusicology
University of Maryland, College Park
http://tdps.umd.edu/faculty/laurie-frederik

Trumpets in the Mountains: Theater and the Politics of National Culture in Cuba (Duke University Press)

From: "Nina P. Harris" <nharris@umd.edu>
Date: Monday, February 8, 2016 at 1:12 PM
To: Laurie A Frederik Meer <lfred@umd.edu>
Subject: Re: Public Policy Major request

Dear Laurie-

Just following up on this request. Thank you for considering.

From: nina harris <nharris@umd.edu>
Date: Tuesday, January 26, 2016 at 2:42 PM
To: Laurie A Frederik Meer <lfred@umd.edu>
Subject: Public Policy Major request

Dear Laurie Frederik:

The School of Public Policy is proposing a major in Public Policy. I am writing to ask your approval to list the following courses among the list of focus area courses. Currently, they are listed as approved courses for the Public Leadership Minor.

LASC234   Issues in Latin American Studies I
LASC235   Issues in Latin American Studies II

This interdisciplinary Public Policy major will focus on using analytical decision-making to study an array of subjects ranging from the processes of making, implementing and evaluating government policies to the ethical evaluation of contemporary social problems, both domestic and international. The major will have two distinctive components: 1) core foundational skills critical for the understanding and analysis of problems and proposed solutions; and 2) the application of these skills and competencies to address challenges in the real world by engaging with the policy process at local, state at national levels through real-time projects. The major in Public Policy will equip students with competence in analytical skills, supported by theory and data, to prepare them for careers in public service, policymaking, and the public, private, and nonprofit sectors.

Public Policy Major Curriculum

Required Major Courses

ECON 200 Principles of Microeconomics (HS)	4
PUAF 202 Public Leaders and Active Citizens OR	3
PUAF 201 Leadership for the Commmon Good (IS/SP)	
PUAF 203 Liberty and Justice for All: Ethics and Moral Issues in Public Policy	3
Introduction to Public Policy Focus (Choose from courses in focus list)	3
PUAF 300 Governance: Collective Action in the Public Interest	3
(Pre-req: PUAF100 and PUAF101)	
PUAF 302 Examining Pluralism in Public Policy (UP)	3
PUAF 303 Public Economics: Raising and Spending the People's Money	3
PUAF 304 Evaluating Evidence: Finding Truth in Numbers	4
PUAF 305 Internship Class OR Approved Study Abroad	3
PUAF 306: Public Policy Analysis in Action (Taken after 60 credits)	3
PUAF 400 Senior Capstone (Taken after 90 credits; Pre-req: PUAF306)	3
PUAF 401 Contemporary Issues in Public Policy (Taken after 90 credits)	3

Focus or PUAF electives (12 credits)
Three credits may overlap with Intro to Focus course above

Focus/PUAF Elective Course 1	3
Focus/PUAF Elective Course 2	3
Focus/PUAF Elective Course 3	3
Focus/PUAF Elective Course 4	3

Focus Area/Elective Courses
Students may choose an area of focus to delve deeper into a particular policy area or subject. These students choose four (4) courses from one of the three areas below. We intend to expand our areas of focus by partnering with other departments on campus such as Physics and Government and Politics. Students who do not choose a focus must select at least two courses from the list below and two other electives approved by the program. These students have the ability to build the major to their own interests and goals.

Sustainability

PUAF 301	Sustainability
BSCI 363	The Biology of Conservation and Extinction
ENST 440	Crops, Soils, and Civilization
INAG 123	Intro to Sustainable Agriculture
LARC 160	Introduction to Landscape Architecture
ARCH 460	Measuring Sustainability
AREC 365	World Hunger, Population, and Food Services

ENSP 330   Introduction to Environmental Law
GEOG 331   Introduction to Human Dimensions of Global Change
ENGL 398V   Writing about the Environment
ENST 233   Introduction to Environmental Health
GEOG 330   As the World Turns: Society and Sustainability in a Time of Great Change

Public Leadership
PUAF311   Women in Leadership
PUAF313   Advocacy in the American Political System
AASP101   Public Policy and the Black Community
AASP314   The Civil Rights Movement
AAST222   Immigration and Ethnicity in America
HESI217   Introduction to Student Leadership
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LASC234   Issues in Latin American Studies I
PSYC221   Social Psychology
PSYC289E   The Psychology of Evil
PSYC362   Introduction to Negotiation
SOCY432   Social Movements
SOCY425/   Gender Roles and Social Institutions
WMST425

Nonprofit and Social Change Leadership
PUAF 214   Leading and Investing in Social Change: Re-defining and
             Experimenting with Philanthropy
PUAF 215   Innovation and Social Change: Creating Change for Good
PUAF359I   Leading and Investing in Social Change
PUAF 388D   Innovation and Social Change: Do Good Now
PUAF 388G   Global Perspectives on Leading and Investing in Social Change
CPPL200/201 Public Leadership Colloquium

PUAF388O   China: China's Philanthropic and Social Sector
             Policy and Management Perspectives
PUAF388I   Education and Project Engagement with NGOs and Social Enterprises
PUAF213   Introduction to Nonprofit and Social Change Leadership
PUAF313   Advanced Nonprofit and Social Change Leadership
BMGT 389E   Maryland Social Entrepreneur Corps
BMGT 468U   Social Entrepreneurship Laboratory

Thank you for your consideration. I look forward to hearing from you at your earliest convenience.
Do let me know if you have any questions.

Nina P. Harris
Assistant Dean
Maryland School of Public Policy
(301)405-0390
nharris@umd.edu

Subject: Re: Public Policy Major request

Date: Wednesday, February 10, 2016 at 10:21:58 AM Eastern Standard Time

From: David D. Yager

To: Nina P. Harris

CC: Jack J. Blanchard, Nazish M. Salahuddin

Nina -

The new Public Policy major sounds like an exciting, ambitious, and very promising undertaking.

We've talked over your request regarding PSYC 221, PSYC 289E, and PSYC 362 at length. Those three courses cover a broad range both in terms of topics and in terms of role in our curriculum. The first two are open to the Campus by virtue of their GenEd designations, and your students would have access to them. We would not, however, be in a position to allocate any seats specifically to Public Policy students. PSYC 362 is quite different. It is a small enrollment course much in demand by PSYC majors who frequently use it to fulfill requirements for the major. Public Policy majors would not be able to get seats in that course, and therefore, it would not make sense to put it on your course list.

Regards, David

Dr. David D. Yager
Associate Chair for Undergraduate Studies
Associate Professor
2123L Biology-Psychology Bldg.
Department of Psychology
University of Maryland
College Park, MD 20742

Office: 301-405-7228

On Feb 8, 2016, at 1:18 PM, Nina P. Harris <nharris@umd.edu> wrote:

Dear Jack, Dave and Naz-

Just following up on the request below. Please let me know if you have any questions. Thank you in advance for your consideration.

From: "Jack J. Blanchard" <jblancha@umd.edu>
Date: Wednesday, January 27, 2016 at 7:27 AM
To: nina harris <nharris@umd.edu>
Cc: "David D. Yager" <ddyager@umd.edu>, "Nazish M. Salahuddin" <nsalah@umd.edu>

Subject: RE: Public Policy Major request

Nina,

I will have my Associate Chair for Undergraduate Studies (Dave Yager) and Director of Undergraduate Studies (Naz Salahuddin) consider this request and reply. Both are copied on this email.

Sincerely,

Jack

Jack J. Blanchard, Ph.D.
Chair & Professor
Department of Psychology
Biology-Psychology Building Room 1121-F
University of Maryland
College Park, MD 20742
(301) 405-8438
jblancha@umd.edu

From: Nina P. Harris
Sent: Tuesday, January 26, 2016 2:45 PM
To: Jack J. Blanchard <jblancha@umd.edu>
Subject: Public Policy Major request
Importance: High

Dear Dr. Blanchard:

The School of Public Policy is proposing a major in Public Policy. I am writing to ask your approval to list the following courses among the list of focus area courses. Currently, they are listed as approved courses for the Public Leadership Minor.

PSYC221   Social Psychology
PSYC289E   The Psychology of Evil
PSYC362   Introduction to Negotiation
This interdisciplinary Public Policy major will focus on using analytical decision-making to study an array of subjects ranging from the processes of making, implementing and evaluating government policies to the ethical evaluation of contemporary social problems, both domestic and international. The major will have two distinctive components: 1) core foundational skills critical for the understanding and analysis of problems and proposed solutions; and 2) the application of these skills and competencies to address challenges in the real world by engaging with the policy process at local, state at national levels through real-time projects. The major in Public Policy will equip students with competence in analytical skills, supported by theory and data, to prepare them for careers in public service, policymaking, and the public, private, and nonprofit sectors.

Public Policy Major Curriculum

Required Major Courses

ECON 200 Principles of Microeconomics (HS)	4
PUAF 202 Public Leaders and Active Citizens OR	3
PUAF 201 Leadership for the Commmon Good (IS/SP)	
PUAF 203 Liberty and Justice for All: Ethics and Moral Issues in Public Policy	3
Introduction to Public Policy Focus (Choose from courses in focus list)	3
PUAF 300 Governance: Collective Action in the Public Interest	3
(Pre-req: PUAF100 and PUAF101)	
PUAF 302 Examining Pluralism in Public Policy (UP)	3
PUAF 303 Public Economics: Raising and Spending the People's Money	3
PUAF 304 Evaluating Evidence: Finding Truth in Numbers	4
PUAF 305 Internship Class OR Approved Study Abroad	3
PUAF 306: Public Policy Analysis in Action (Taken after 60 credits)	3
PUAF 400 Senior Capstone (Taken after 90 credits; Pre-req: PUAF306)	3
PUAF 401 Contemporary Issues in Public Policy (Taken after 90 credits)	3

Focus or PUAF electives (12 credits)

Three credits may overlap with Intro to Focus course above

Focus/PUAF Elective Course 1	3
Focus/PUAF Elective Course 2	3
Focus/PUAF Elective Course 3	3
Focus/PUAF Elective Course 4	3

Focus Area/Elective Courses

Students may choose an area of focus to delve deeper into a particular policy area or subject. These students choose four (4) courses from one of the three areas below. We intend to expand our areas of focus by partnering with other departments on campus such as Physics and Government and Politics. Students who do not choose a focus must select at least two courses from the list below and two other electives approved by the program. These students have the ability to build the major to their own interests and goals.

Sustainability

PUAF 301	Sustainability
BSCI 363	The Biology of Conservation and Extinction
ENST 440	Crops, Soils, and Civilization
INAG 123	Intro to Sustainable Agriculture
LARC 160	Introduction to Landscape Architecture
ARCH 460	Measuring Sustainability
AREC 365	World Hunger, Population, and Food Services
ENSP 330	Introduction to Environmental Law
GEOG 331	Introduction to Human Dimensions of Global Change
ENGL 398V	Writing about the Environment
ENST 233	Introduction to Environmental Health
GEOG 330	As the World Turns: Society and Sustainability in a Time of Great Change

Public Leadership

PUAF311	Women in Leadership
PUAF313	Advocacy in the American Political System

AASP101   Public Policy and the Black Community
AASP314   The Civil Rights Movement
AAST222   Immigration and Ethnicity in America
HESI217   Introduction to Student Leadership
HESI315   Leadership in Groups and Organizations
LASC234   Issues in Latin American Studies I
PSYC221   Social Psychology
PSYC289E   The Psychology of Evil
PSYC362   Introduction to Negotiation
SOCY432   Social Movements
SOCY425/   Gender Roles and Social Institutions
WMST425

Nonprofit and Social Change Leadership
PUAF 214   Leading and Investing in Social Change: Re-defining and
                Experimenting with Philanthropy
PUAF 215   Innovation and Social Change: Creating Change for Good
PUAF359I   Leading and Investing in Social Change
PUAF 388D Innovation and Social Change: Do Good Now
PUAF 388G Global Perspectives on Leading and Investing in Social Change
CPPL200/201 Public Leadership Colloquium

PUAF388O   China: China's Philanthropic and Social Sector
                Policy and Management Perspectives
PUAF388I   Education and Project Engagement with NGOs and Social Enterprises
PUAF213   Introduction to Nonprofit and Social Change Leadership
PUAF313   Advanced Nonprofit and Social Change Leadership
BMGT 389E Maryland Social Entrepreneur Corps
BMGT 468U Social Entrepreneurship Laboratory

Thank you for your consideration. I look forward to hearing from you at your earliest
convenience. Do let me know if you have any questions.

Nina P. Harris
Assistant Dean
Maryland School of Public Policy
(301)405-0390
nharris@umd.edu

UNIVERSITY OF MARYLAND

COLLEGE OF AGRICULTURE AND NATURAL RESOURCES
Department of Plant Science and Landscape Architecture

2102 Plant Sciences Building
College Park, Maryland 20742
301.405.4356 TEL 301.314.9308 FAX

February 10th, 2016

Dr. Nina P. Harris
Assistant Dean
Maryland School of Public Policy

Dear Dean Harris,

I am writing on behalf of the Faculty of Landscape Architecture to lend our enthusiastic support for the inclusion of

- **LARC 160 – Introduction to Landscape Architecture**

among the list of focus area courses for your proposed new major in Public Policy. Please let us know if you need any additional information or if we can be of further service.

We wish you every success in the securing the approval of your proposal.

Sincerely,

David N. Myers, Ph.D., PLA, ASLA
Director, University of Maryland Landscape Architecture
Landscape Architecture Graduate Program Chair
Associate Professor Department of Plant Science and Landscape Architecture
2146 Plant Science Building
4291 Fieldhouse Road, University of Maryland, College Park, MD 20742-4452

Subject: Re: Public Policy Major Request

Date: Tuesday, January 26, 2016 at 11:30:03 AM Eastern Standard Time

From: Keryn Bromberg Gedan

To: Nina P. Harris

Priority: High

By all means.

Best,
Keryn Gedan

From: "Nina P. Harris" <nharris@umd.edu>
Date: Tuesday, January 26, 2016 at 11:26 AM
To: Keryn Gedan <kgedan@umd.edu>
Subject: Public Policy Major Request

Dear Dr. Gedan:

The School of Public Policy is proposing a major in Public Policy. I am writing to ask your approval to list the following course/s among the list of focus area courses. Currently, it is listed as an approved course for the Sustainability Studies Minor.

· **BSCI 363 - The Biology of Conservation and Extinction**

This interdisciplinary Public Policy major will focus on using analytical decision-making to study an array of subjects ranging from the processes of making, implementing and evaluating government policies to the ethical evaluation of contemporary social problems, both domestic and international. The major will have two distinctive components: 1) core foundational skills critical for the understanding and analysis of problems and proposed solutions; and 2) the application of these skills and competencies to address challenges in the real world by engaging with the policy process at local, state at national levels through real-time projects. The major in Public Policy will equip students with competence in analytical skills, supported by theory and data, to prepare them for careers in public service, policymaking, and the public, private, and nonprofit sectors.

Public Policy Major Curriculum

Required Major Courses
ECON 200 Principles of Microeconomics (HS)   4
PUAF 202 Public Leaders and Active Citizens OR   3
PUAF 201 Leadership for the Commmon Good (IS/SP)
PUAF 203 Liberty and Justice for All: Ethics and Moral Issues in Public Policy   3
Introduction to Public Policy Focus (Choose from courses in focus list)   3
PUAF 300 Governance: Collective Action in the Public Interest   3
(Pre-req: PUAF100 and PUAF101)
PUAF 302 Examining Pluralism in Public Policy (UP)   3
PUAF 303 Public Economics: Raising and Spending the People's Money   3
PUAF 304 Evaluating Evidence: Finding Truth in Numbers   4
PUAF 305 Internship Class OR Approved Study Abroad   3
PUAF 306: Public Policy Analysis in Action (Taken after 60 credits)   3
PUAF 400 Senior Capstone (Taken after 90 credits; Pre-req: PUAF306)   3

PUAF 401 Contemporary Issues in Public Policy (Taken after 90 credits)   3

Focus or PUAF electives (12 credits)
Three credits may overlap with Intro to Focus course above
Focus/PUAF Elective Course 1   3
Focus/PUAF Elective Course 2   3
Focus/PUAF Elective Course 3   3
Focus/PUAF Elective Course 4   3

Focus Area/Elective Courses
Students may choose an area of focus to delve deeper into a particular policy area or subject. These students choose four (4) courses from one of the three areas below. We intend to expand our areas of focus by partnering with other departments on campus such as Physics and Government and Politics. Students who do not choose a focus must select at least two courses from the list below and two other electives approved by the program. These students have the ability to build the major to their own interests and goals.

Sustainability
PUAF 301   Sustainability
BSCI 363   The Biology of Conservation and Extinction
ENST 440   Crops, Soils, and Civilization
INAG 123   Intro to Sustainable Agriculture
LARC 160   Introduction to Landscape Architecture
ARCH 460   Measuring Sustainability
AREC 365   World Hunger, Population, and Food Services
ENSP 330   Introduction to Environmental Law
GEOG 331   Introduction to Human Dimensions of Global Change
ENGL 398V   Writing about the Environment
ENST 233   Introduction to Environmental Health
GEOG 330   As the World Turns: Society and Sustainability in a Time of Great Change

Public Leadership
PUAF311   Women in Leadership
PUAF313   Advocacy in the American Political System
AASP101   Public Policy and the Black Community
AASP314   The Civil Rights Movement
AAST222   Immigration and Ethnicity in America
HESI217   Introduction to Student Leadership
HESI315   Leadership in Groups and Organizations
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PSYC221   Social Psychology
PSYC289E   The Psychology of Evil
PSYC362   Introduction to Negotiation
SOCY432   Social Movements
SOCY425/   Gender Roles and Social Institutions
WMST425

Nonprofit and Social Change Leadership
PUAF 214   Leading and Investing in Social Change: Re-defining and

Experimenting with Philanthropy
PUAF 215   Innovation and Social Change: Creating Change for Good
PUAF359I   Leading and Investing in Social Change
PUAF 388D   Innovation and Social Change: Do Good Now
PUAF 388G   Global Perspectives on Leading and Investing in Social Change
CPPL200/201 Public Leadership Colloquium
PUAF388O   China: China's Philanthropic and Social Sector
             Policy and Management Perspectives
PUAF388I   Education and Project Engagement with NGOs and Social Enterprises
PUAF213   Introduction to Nonprofit and Social Change Leadership
PUAF313   Advanced Nonprofit and Social Change Leadership
BMGT 389E Maryland Social Entrepreneur Corps
BMGT 468U Social Entrepreneurship Laboratory

Thank you for your consideration. I look forward to hearing from you at your earliest convenience.
Do let me know if you have any questions.

Dr. Nina P. Harris
Assistant Dean
Maryland School of Public Policy
(301)405-0390
nharris@umd.edu

Subject: Re: Listing M&O social value creation related classes

Date: Monday, January 25, 2016 at 1:39:30 PM Eastern Standard Time

From: Jennifer Littlefield (sent by jnashlittle@gmail.com <jnashlittle@gmail.com>)

To: kbartol-contact

CC: cbeckman-contact, pdastida-contact, Nina P. Harris, Robert Thornton Grimm

Thank you very much!

On Mon, Jan 25, 2016 at 11:45 AM, Kathryn Bartol <kbartol@rhsmith.umd.edu> wrote:
> Dear Dr. Littlefield,
>
> With regard to the undergraduate major with a focus in Nonprofit and Social Change Leadership, the M&O department approves the listing of the following courses as an option for the major:
>
> BMGT 289A Transformative Action
> BMGT 389E Maryland Social Entrepreneurs Corp
> BMGT 468U Social Entrepreneurship Lab
>
> This approval is not a commitment to continue offering these classes on a regular basis.
>
> Best,
>
> Kathryn Bartol
>
> --
> **Kathryn M. Bartol, Ph.D**.
> Robert H. Smith Professor of Leadership and Innovation
> Chair, Management & Organization Department
> Co-Director, Center for Leadership, Innovation and Change
> 4530 Van Munching Hall
> Robert H. Smith School of Business
> University of Maryland
> College Park, MD 20742
> 301-405-2249
> kbartol@rhsmith.umd.edu
> http://www.rhsmith.umd.edu/management/faculty/bartol.aspx

--
Jennifer Littlefield, PhD
jnlittle@umd.edu

Director
College Park Scholars Public Leadership Program

Associate Director
Center for Philanthropy and Nonprofit Leadership

1108 Taliaferro Building
College Park, MD 20742

301-405-4765

Subject: RE: Public Policy Major Request

Date: Tuesday, January 26, 2016 at 11:40:51 AM Eastern Standard Time

From: Michael Scott Brick
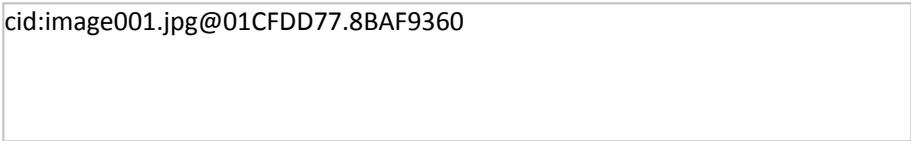
To: Nina P. Harris

Hello Dr. Harris,

Just to confirm, the course is actually ARCH430, not ARCH460. This major sounds amazing! I hope it is a huge success.

Best,

Michael Scott Brick
Director of Student Services
School of Architecture, Planning and Preservation
University of Maryland
1200 Architecture Building
3835 Campus Drive
College Park, MD 20742
Phone: 301.405.6291
E-mail: brickm@umd.edu

cid:image001.jpg@01CFDD77.8BAF9360

From: Nina P. Harris
Sent: Tuesday, January 26, 2016 11:34 AM
To: Michael Scott Brick
Subject: Public Policy Major Request

Dear Michael Brick:

The School of Public Policy is proposing a major in Public Policy. I am writing to ask your approval to list the following course/s among the list of focus area courses. Currently, it is listed as an approved course for the Sustainability Studies Minor.

- **ARCH 460 - Measuring Sustainability**

This interdisciplinary Public Policy major will focus on using analytical decision-making to study an array of subjects ranging from the processes of making, implementing and evaluating government policies to the ethical evaluation of contemporary social problems, both domestic and international. The major will have two distinctive components: 1) core foundational skills critical for the understanding and analysis of problems and proposed solutions; and 2) the application of these skills and competencies to address challenges in the real world by engaging with the policy process at local, state at national levels through real-time projects. The major in Public Policy will equip students with competence in analytical skills, supported by theory and data, to prepare them for careers in public service, policymaking, and the public, private, and nonprofit sectors.

Public Policy Major Curriculum

Required Major Courses
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PUAF 202 Public Leaders and Active Citizens OR   3

PUAF 201 Leadership for the Commmon Good (IS/SP)
PUAF 203 Liberty and Justice for All: Ethics and Moral Issues in Public Policy   3
Introduction to Public Policy Focus (Choose from courses in focus list)   3
PUAF 300 Governance: Collective Action in the Public Interest   3
(Pre-req: PUAF100 and PUAF101)
PUAF 302 Examining Pluralism in Public Policy (UP)   3
PUAF 303 Public Economics: Raising and Spending the People's Money   3
PUAF 304 Evaluating Evidence: Finding Truth in Numbers   4
PUAF 305 Internship Class OR Approved Study Abroad   3
PUAF 306: Public Policy Analysis in Action (Taken after 60 credits)   3
PUAF 400 Senior Capstone (Taken after 90 credits; Pre-req: PUAF306)   3
PUAF 401 Contemporary Issues in Public Policy (Taken after 90 credits)   3

Focus or PUAF electives (12 credits)
Three credits may overlap with Intro to Focus course above
Focus/PUAF Elective Course 1   3
Focus/PUAF Elective Course 2   3
Focus/PUAF Elective Course 3   3
Focus/PUAF Elective Course 4   3

Focus Area/Elective Courses
Students may choose an area of focus to delve deeper into a particular policy area or subject. These students choose four (4) courses from one of the three areas below. We intend to expand our areas of focus by partnering with other departments on campus such as Physics and Government and Politics. Students who do not choose a focus must select at least two courses from the list below and two other electives approved by the program. These students have the ability to build the major to their own interests and goals.

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ENSP 330   Introduction to Environmental Law
GEOG 331   Introduction to Human Dimensions of Global Change
ENGL 398V   Writing about the Environment
ENST 233   Introduction to Environmental Health
GEOG 330   As the World Turns: Society and Sustainability in a Time of Great Change

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AASP314   The Civil Rights Movement
AAST222   Immigration and Ethnicity in America
HESI217   Introduction to Student Leadership
HESI315   Leadership in Groups and Organizations
LASC234   Issues in Latin American Studies I

PSYC221   Social Psychology
PSYC289E   The Psychology of Evil
PSYC362   Introduction to Negotiation
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SOCY425/   Gender Roles and Social Institutions
WMST425

Nonprofit and Social Change Leadership
PUAF 214   Leading and Investing in Social Change: Re-defining and
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PUAF359I   Leading and Investing in Social Change
PUAF 388D   Innovation and Social Change: Do Good Now
PUAF 388G   Global Perspectives on Leading and Investing in Social Change
CPPL200/201 Public Leadership Colloquium
PUAF388O   China: China's Philanthropic and Social Sector
                       Policy and Management Perspectives
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PUAF213   Introduction to Nonprofit and Social Change Leadership
PUAF313   Advanced Nonprofit and Social Change Leadership
BMGT 389E Maryland Social Entrepreneur Corps
BMGT 468U Social Entrepreneurship Laboratory

Thank you for your consideration. I look forward to hearing from you at your earliest convenience.
Do let me know if you have any questions.

Dr. Nina P. Harris
Assistant Dean
Maryland School of Public Policy
(301)405-0390
nharris@umd.edu

Subject: RE: Public Policy Request re: ENSP 330

Date: Tuesday, January 26, 2016 at 5:32:45 PM Eastern Standard Time

From: Wendy L. Whittemore

To: Nina P. Harris

CC: Joanna B. Goger, Wendy L. Whittemore

Hi Nina,

Joanna Goger forwarded this request to me and I am responding so we are on the same page.

We/ENSP have recently begun offering ENSP330 twice a year, in part to support the requests we get from ENST, Engineering, and Sustainability Studies students to take the course. However, we give preference to ENSP majors, as it is a requirement in our largest area of concentration, and a restricted elective in most of the others. If we/ENSP were to sign off on your request, we would take the same approach with PUAF students, i.e., admitting them on a space-available basis. It would also be to students' advantage to have completed ENSP102, which is a GenEd DSHS.

Are you comfortable with those caveats? If so, then we would say "yes" to your request to list ENSP330 on your proposal.

Thanks, and best wishes with your proposal!

Wendy

Dr. Wendy L. Whittemore, Associate Director
Environmental Science and Policy Program
0216 SYMONS HALL
University of Maryland
College Park, MD 20742

ph: 301.405.8571
http://www.ensp.umd.edu/

From: Nina P. Harris
Sent: Tuesday, January 26, 2016 11:38 AM
To: Joanna B. Goger <jgoger@umd.edu>
Subject: Public Policy Major Request
Importance: High

Dear Joanna Goger:

The School of Public Policy is proposing a major in Public Policy. I am writing to ask your approval to list the following course/s among the list of focus area courses. Currently, it is listed as an approved course for the Sustainability Studies Minor.

- **ENSP 330 - Introduction to Environmental Law**

This interdisciplinary Public Policy major will focus on using analytical decision-making to study an array of subjects ranging from the processes of making, implementing and evaluating government policies to the ethical evaluation of contemporary social problems, both domestic and international.

The major will have two distinctive components: 1) core foundational skills critical for the understanding and analysis of problems and proposed solutions; and 2) the application of these skills and competencies to address challenges in the real world by engaging with the policy process at local, state at national levels through real-time projects. The major in Public Policy will equip students with competence in analytical skills, supported by theory and data, to prepare them for careers in public service, policymaking, and the public, private, and nonprofit sectors.

Public Policy Major Curriculum

Required Major Courses
ECON 200 Principles of Microeconomics (HS)	4
PUAF 202 Public Leaders and Active Citizens OR	3
PUAF 201 Leadership for the Commmon Good (IS/SP)	
PUAF 203 Liberty and Justice for All: Ethics and Moral Issues in Public Policy	3
Introduction to Public Policy Focus (Choose from courses in focus list)	3
PUAF 300 Governance: Collective Action in the Public Interest	3
(Pre-req: PUAF100 and PUAF101)	
PUAF 302 Examining Pluralism in Public Policy (UP)	3
PUAF 303 Public Economics: Raising and Spending the People's Money	3
PUAF 304 Evaluating Evidence: Finding Truth in Numbers	4
PUAF 305 Internship Class OR Approved Study Abroad	3
PUAF 306: Public Policy Analysis in Action (Taken after 60 credits)	3
PUAF 400 Senior Capstone (Taken after 90 credits; Pre-req: PUAF306)	3
PUAF 401 Contemporary Issues in Public Policy (Taken after 90 credits)	3

Focus or PUAF electives (12 credits)
Three credits may overlap with Intro to Focus course above
Focus/PUAF Elective Course 1	3
Focus/PUAF Elective Course 2	3
Focus/PUAF Elective Course 3	3
Focus/PUAF Elective Course 4	3

Focus Area/Elective Courses
Students may choose an area of focus to delve deeper into a particular policy area or subject. These students choose four (4) courses from one of the three areas below. We intend to expand our areas of focus by partnering with other departments on campus such as Physics and Government and Politics. Students who do not choose a focus must select at least two courses from the list below and two other electives approved by the program. These students have the ability to build the major to their own interests and goals.

Sustainability
PUAF 301	Sustainability
BSCI 363	The Biology of Conservation and Extinction
ENST 440	Crops, Soils, and Civilization
INAG 123	Intro to Sustainable Agriculture
LARC 160	Introduction to Landscape Architecture
ARCH 460	Measuring Sustainability
AREC 365	World Hunger, Population, and Food Services
ENSP 330	Introduction to Environmental Law
GEOG 331	Introduction to Human Dimensions of Global Change
ENGL 398V	Writing about the Environment

ENST 233   Introduction to Environmental Health
GEOG 330   As the World Turns: Society and Sustainability in a Time of Great Change

Public Leadership
PUAF311   Women in Leadership
PUAF313   Advocacy in the American Political System
AASP101   Public Policy and the Black Community
AASP314   The Civil Rights Movement
AAST222   Immigration and Ethnicity in America
HESI217   Introduction to Student Leadership
HESI315   Leadership in Groups and Organizations
LASC234   Issues in Latin American Studies I
PSYC221   Social Psychology
PSYC289E   The Psychology of Evil
PSYC362   Introduction to Negotiation
SOCY432   Social Movements
SOCY425/   Gender Roles and Social Institutions
WMST425

Nonprofit and Social Change Leadership
PUAF 214   Leading and Investing in Social Change: Re-defining and
             Experimenting with Philanthropy
PUAF 215   Innovation and Social Change: Creating Change for Good
PUAF359I   Leading and Investing in Social Change
PUAF 388D   Innovation and Social Change: Do Good Now
PUAF 388G   Global Perspectives on Leading and Investing in Social Change
CPPL200/201 Public Leadership Colloquium
PUAF388O   China: China's Philanthropic and Social Sector
             Policy and Management Perspectives
PUAF388I   Education and Project Engagement with NGOs and Social Enterprises
PUAF213   Introduction to Nonprofit and Social Change Leadership
PUAF313   Advanced Nonprofit and Social Change Leadership
BMGT 389E Maryland Social Entrepreneur Corps
BMGT 468U Social Entrepreneurship Laboratory

Thank you for your consideration. I look forward to hearing from you at your earliest convenience.
Do let me know if you have any questions.

Dr. Nina P. Harris
Assistant Dean
Maryland School of Public Policy
(301)405-0390
nharris@umd.edu

Subject: RE: Public Policy Request re: ENSP 330

Date: Tuesday, January 26, 2016 at 7:24:18 PM Eastern Standard Time

From: Joanna B. Goger

To: Nina P. Harris, Wendy L. Whittemore

CC: Sustainability Minor

Hi Nina,
This all sounds great to me. I will look forward to having Public Policy majors in ENSP 330 in the coming years!
Good luck with the proposal.
Joanna

From: Nina P. Harris
Sent: Tuesday, January 26, 2016 6:51 PM
To: Wendy L. Whittemore <wwhitte@umd.edu>
Cc: Joanna B. Goger <jgoger@umd.edu>; Sustainability Minor <susminor@umd.edu>
Subject: Re: Public Policy Request re: ENSP 330

Wendy-

Thanks for the well wishes with this. We voted it out of the School yesterday. Long journey but well worth the wait.

Yes, I'm very comfortable with the caveats you list and will make sure they travel with the document. We are also open to including other ENSP or ENST courses in our list so feel free to recommend any additions.

Joanna, thank you for passing this along.

Nina P. Harris
Assistant Dean
Maryland School of Public Policy
(301)405-0390
nharris@umd.edu

From: "Wendy L. Whittemore" <wwhitte@umd.edu>
Date: Tuesday, January 26, 2016 5:32 PM
To: Nina Harris <nharris@umd.edu>
Cc: "Joanna B. Goger" <jgoger@umd.edu>, "Wendy L. Whittemore" <wwhitte@umd.edu>
Subject: RE: Public Policy Request re: ENSP 330

Hi Nina,

Joanna Goger forwarded this request to me and I am responding so we are on the same page.

We/ENSP have recently begun offering ENSP330 twice a year, in part to support the requests we get from ENST, Engineering, and Sustainability Studies students to take the course. However, we give

preference to ENSP majors, as it is a requirement in our largest area of concentration, and a restricted elective in most of the others. If we/ENSP were to sign off on your request, we would take the same approach with PUAF students, i.e., admitting them on a space-available basis. It would also be to students' advantage to have completed ENSP102, which is a GenEd DSHS.

Are you comfortable with those caveats? If so, then we would say "yes" to your request to list ENSP330 on your proposal.

Thanks, and best wishes with your proposal!

Wendy

Dr. Wendy L. Whittemore, Associate Director
Environmental Science and Policy Program
0216 SYMONS HALL
University of Maryland
College Park, MD 20742

ph: 301.405.8571
http://www.ensp.umd.edu/

From: Nina P. Harris
Sent: Tuesday, January 26, 2016 11:38 AM
To: Joanna B. Goger <jgoger@umd.edu>
Subject: Public Policy Major Request
Importance: High

Dear Joanna Goger:

The School of Public Policy is proposing a major in Public Policy. I am writing to ask your approval to list the following course/s among the list of focus area courses. Currently, it is listed as an approved course for the Sustainability Studies Minor.

- **ENSP 330 - Introduction to Environmental Law**

This interdisciplinary Public Policy major will focus on using analytical decision-making to study an array of subjects ranging from the processes of making, implementing and evaluating government policies to the ethical evaluation of contemporary social problems, both domestic and international. The major will have two distinctive components: 1) core foundational skills critical for the understanding and analysis of problems and proposed solutions; and 2) the application of these skills and competencies to address challenges in the real world by engaging with the policy process at local, state at national levels through real-time projects. The major in Public Policy will equip students with competence in analytical skills, supported by theory and data, to prepare them for careers in public service, policymaking, and the public, private, and nonprofit sectors.

Public Policy Major Curriculum

Required Major Courses
ECON 200 Principles of Microeconomics (HS)   4
PUAF 202 Public Leaders and Active Citizens OR   3
PUAF 201 Leadership for the Commmon Good (IS/SP)

PUAF 203 Liberty and Justice for All: Ethics and Moral Issues in Public Policy   3
Introduction to Public Policy Focus (Choose from courses in focus list)   3
PUAF 300 Governance: Collective Action in the Public Interest   3
(Pre-req: PUAF100 and PUAF101)
PUAF 302 Examining Pluralism in Public Policy (UP)   3
PUAF 303 Public Economics: Raising and Spending the People's Money   3
PUAF 304 Evaluating Evidence: Finding Truth in Numbers   4
PUAF 305 Internship Class OR Approved Study Abroad   3
PUAF 306: Public Policy Analysis in Action (Taken after 60 credits)   3
PUAF 400 Senior Capstone (Taken after 90 credits; Pre-req: PUAF306)   3
PUAF 401 Contemporary Issues in Public Policy (Taken after 90 credits)   3

Focus or PUAF electives (12 credits)
Three credits may overlap with Intro to Focus course above
Focus/PUAF Elective Course 1   3
Focus/PUAF Elective Course 2   3
Focus/PUAF Elective Course 3   3
Focus/PUAF Elective Course 4   3

Focus Area/Elective Courses
Students may choose an area of focus to delve deeper into a particular policy area or subject. These students choose four (4) courses from one of the three areas below. We intend to expand our areas of focus by partnering with other departments on campus such as Physics and Government and Politics. Students who do not choose a focus must select at least two courses from the list below and two other electives approved by the program. These students have the ability to build the major to their own interests and goals.

Sustainability
PUAF 301   Sustainability
BSCI 363   The Biology of Conservation and Extinction
ENST 440   Crops, Soils, and Civilization
INAG 123   Intro to Sustainable Agriculture
LARC 160   Introduction to Landscape Architecture
ARCH 460   Measuring Sustainability
AREC 365   World Hunger, Population, and Food Services
ENSP 330   Introduction to Environmental Law
GEOG 331   Introduction to Human Dimensions of Global Change
ENGL 398V   Writing about the Environment
ENST 233   Introduction to Environmental Health
GEOG 330   As the World Turns: Society and Sustainability in a Time of Great Change

Public Leadership
PUAF311   Women in Leadership
PUAF313   Advocacy in the American Political System
AASP101   Public Policy and the Black Community
AASP314   The Civil Rights Movement
AAST222   Immigration and Ethnicity in America
HESI217   Introduction to Student Leadership
HESI315   Leadership in Groups and Organizations
LASC234   Issues in Latin American Studies I
PSYC221   Social Psychology

PSYC289E   The Psychology of Evil
PSYC362   Introduction to Negotiation
SOCY432   Social Movements
SOCY425/   Gender Roles and Social Institutions
WMST425

Nonprofit and Social Change Leadership
PUAF 214   Leading and Investing in Social Change: Re-defining and
             Experimenting with Philanthropy
PUAF 215   Innovation and Social Change: Creating Change for Good
PUAF359I   Leading and Investing in Social Change
PUAF 388D Innovation and Social Change: Do Good Now
PUAF 388G Global Perspectives on Leading and Investing in Social Change
CPPL200/201 Public Leadership Colloquium
PUAF388O   China: China's Philanthropic and Social Sector
             Policy and Management Perspectives
PUAF388I   Education and Project Engagement with NGOs and Social Enterprises
PUAF213   Introduction to Nonprofit and Social Change Leadership
PUAF313   Advanced Nonprofit and Social Change Leadership
BMGT 389E Maryland Social Entrepreneur Corps
BMGT 468U Social Entrepreneurship Laboratory

Thank you for your consideration. I look forward to hearing from you at your earliest convenience.
Do let me know if you have any questions.

Dr. Nina P. Harris
Assistant Dean
Maryland School of Public Policy
(301)405-0390
nharris@umd.edu

Subject: Re: Public Policy Major request

Date: Tuesday, January 26, 2016 at 8:00:47 PM Eastern Standard Time

From: Valencia L. Skeeter

To: Nina P. Harris

CC: Oscar Barbarin

Hi Nina,

AASD will continue to offer AASP101, Introduction to Public Policy and the Black Community, during fall and spring terms as it is a foundational course for AASD public policy concentration majors.

However, AASP314, The Civil Rights Movement, is a cultural and social analysis track elective course currently being taught during fall semesters by a part-time lecturer whose continued employment with the department is based entirely on the availability of continued funding for this part-time position.

We do plan to offer the course during fall 2016.

We congratulate you on the creation of your new undergraduate major. Please let us know if we can assist you further in any way.

Best always,

Val

Valencia L. Skeeter
Director, Undergraduate Studies
African American Studies Department
1119 Taliaferro Hall
College Park, MD 20742
301-405-1170

Sent from my iPad

On Jan 26, 2016, at 2:38 PM, "Nina P. Harris" <nharris@umd.edu> wrote:

Dear Val Skeeter:

The School of Public Policy is proposing a major in Public Policy. I am writing to ask your approval to list the following courses among the list of focus area courses. Currently, they are listed as approved courses for the Public Leadership Minor.

AASP101   Public Policy and the Black Community
AASP314   The Civil Rights Movement

This interdisciplinary Public Policy major will focus on using analytical decision-making to study an array of subjects ranging from the processes of making, implementing and evaluating government policies to the ethical evaluation of contemporary social problems, both domestic and international. The major will have two distinctive components: 1) core foundational skills critical for the understanding and

analysis of problems and proposed solutions; and 2) the application of these skills and competencies to address challenges in the real world by engaging with the policy process at local, state at national levels through real-time projects. The major in Public Policy will equip students with competence in analytical skills, supported by theory and data, to prepare them for careers in public service, policymaking, and the public, private, and nonprofit sectors.

Public Policy Major Curriculum

Required Major Courses

ECON 200 Principles of Microeconomics (HS)	4
PUAF 202 Public Leaders and Active Citizens OR	3
PUAF 201 Leadership for the Commmon Good (IS/SP)	
PUAF 203 Liberty and Justice for All: Ethics and Moral Issues in Public Policy	3
Introduction to Public Policy Focus (Choose from courses in focus list)	3
PUAF 300 Governance: Collective Action in the Public Interest	3
(Pre-req: PUAF100 and PUAF101)	
PUAF 302 Examining Pluralism in Public Policy (UP)	3
PUAF 303 Public Economics: Raising and Spending the People's Money	3
PUAF 304 Evaluating Evidence: Finding Truth in Numbers	4
PUAF 305 Internship Class OR Approved Study Abroad	3
PUAF 306: Public Policy Analysis in Action (Taken after 60 credits)	3
PUAF 400 Senior Capstone (Taken after 90 credits; Pre-req: PUAF306)	3
PUAF 401 Contemporary Issues in Public Policy (Taken after 90 credits)	3

Focus or PUAF electives (12 credits)
Three credits may overlap with Intro to Focus course above

Focus/PUAF Elective Course 1	3
Focus/PUAF Elective Course 2	3
Focus/PUAF Elective Course 3	3
Focus/PUAF Elective Course 4	3

Focus Area/Elective Courses
Students may choose an area of focus to delve deeper into a particular policy area or subject. These students choose four (4) courses from one of the three areas below. We intend to expand our areas of focus by partnering with other departments on campus such as Physics and Government and Politics. Students who do not choose a focus must select at least two courses from the list below and two other electives approved by the program. These students have the ability to build the major to their own interests and goals.

Sustainability

PUAF 301	Sustainability
BSCI 363	The Biology of Conservation and Extinction
ENST 440	Crops, Soils, and Civilization
INAG 123	Intro to Sustainable Agriculture
LARC 160	Introduction to Landscape Architecture
ARCH 460	Measuring Sustainability
AREC 365	World Hunger, Population, and Food Services
ENSP 330	Introduction to Environmental Law
GEOG 331	Introduction to Human Dimensions of Global Change

ENGL 398V   Writing about the Environment
ENST 233   Introduction to Environmental Health
GEOG 330   As the World Turns: Society and Sustainability in a Time of Great Change

Public Leadership
PUAF311   Women in Leadership
PUAF313   Advocacy in the American Political System
AASP101   Public Policy and the Black Community
AASP314   The Civil Rights Movement
AAST222   Immigration and Ethnicity in America
HESI217   Introduction to Student Leadership
HESI315   Leadership in Groups and Organizations
LASC234   Issues in Latin American Studies I
PSYC221   Social Psychology
PSYC289E   The Psychology of Evil
PSYC362   Introduction to Negotiation
SOCY432   Social Movements
SOCY425/   Gender Roles and Social Institutions
WMST425

Nonprofit and Social Change Leadership
PUAF 214   Leading and Investing in Social Change: Re-defining and
                     Experimenting with Philanthropy
PUAF 215   Innovation and Social Change: Creating Change for Good
PUAF359I   Leading and Investing in Social Change
PUAF 388D   Innovation and Social Change: Do Good Now
PUAF 388G   Global Perspectives on Leading and Investing in Social Change
CPPL200/201 Public Leadership Colloquium

PUAF388O   China: China's Philanthropic and Social Sector
                     Policy and Management Perspectives
PUAF388I   Education and Project Engagement with NGOs and Social Enterprises
PUAF213   Introduction to Nonprofit and Social Change Leadership
PUAF313   Advanced Nonprofit and Social Change Leadership
BMGT 389E Maryland Social Entrepreneur Corps
BMGT 468U Social Entrepreneurship Laboratory

Thank you for your consideration. I look forward to hearing from you at your earliest convenience. Do let me know if you have any questions.

Nina P. Harris
Assistant Dean
Maryland School of Public Policy
(301)405-0390
nharris@umd.edu

Subject: RE: Public Policy Request re: ENSP 330

Date: Wednesday, January 27, 2016 at 8:39:23 AM Eastern Standard Time

From: Wendy L. Whittemore

To: Nina P. Harris

CC: Joanna B. Goger, Wendy L. Whittemore

Hi Nina,

I spoke with Joanna – feel free to add ENSP102 to your PUAF - Sustainability list. I think it would make a nice contribution to students' knowledge. You can review a sample syllabus here: http://www.ensp.umd.edu/sites/default/files/_docs/AdvResources/syll_ENSP102_Sp2013.pdf

Thanks,

Wendy

Wendy L. Whittemore, Ph.D.
Associate Director
0216 Symons Hall
University of Maryland
College Park, MD 20742

Web: www.ensp.umd.edu
Ph: (301)405-8571

From: Nina P. Harris
Sent: Tuesday, January 26, 2016 6:51 PM
To: Wendy L. Whittemore <wwhitte@umd.edu>
Cc: Joanna B. Goger <jgoger@umd.edu>; Sustainability Minor <susminor@umd.edu>
Subject: Re: Public Policy Request re: ENSP 330

Wendy-

Thanks for the well wishes with this. We voted it out of the School yesterday. Long journey but well worth the wait.

Yes, I'm very comfortable with the caveats you list and will make sure they travel with the document. We are also open to including other ENSP or ENST courses in our list so feel free to recommend any additions.

Joanna, thank you for passing this along.

Nina P. Harris
Assistant Dean
Maryland School of Public Policy
(301)405-0390
nharris@umd.edu

From: "Wendy L. Whittemore" <wwhitte@umd.edu>
Date: Tuesday, January 26, 2016 5:32 PM
To: Nina Harris <nharris@umd.edu>
Cc: "Joanna B. Goger" <jgoger@umd.edu>, "Wendy L. Whittemore" <wwhitte@umd.edu>
Subject: RE: Public Policy Request re: ENSP 330

Hi Nina,

Joanna Goger forwarded this request to me and I am responding so we are on the same page.

We/ENSP have recently begun offering ENSP330 twice a year, in part to support the requests we get from ENST, Engineering, and Sustainability Studies students to take the course. However, we give preference to ENSP majors, as it is a requirement in our largest area of concentration, and a restricted elective in most of the others. If we/ENSP were to sign off on your request, we would take the same approach with PUAF students, i.e., admitting them on a space-available basis. It would also be to students' advantage to have completed ENSP102, which is a GenEd DSHS.

Are you comfortable with those caveats? If so, then we would say "yes" to your request to list ENSP330 on your proposal.

Thanks, and best wishes with your proposal!

Wendy

Dr. Wendy L. Whittemore, Associate Director
Environmental Science and Policy Program
0216 SYMONS HALL
University of Maryland
College Park, MD 20742

ph: 301.405.8571
http://www.ensp.umd.edu/

From: Nina P. Harris
Sent: Tuesday, January 26, 2016 11:38 AM
To: Joanna B. Goger <jgoger@umd.edu>
Subject: Public Policy Major Request
Importance: High

Dear Joanna Goger:

The School of Public Policy is proposing a major in Public Policy. I am writing to ask your approval to list the following course/s among the list of focus area courses. Currently, it is listed as an approved course for the Sustainability Studies Minor.

- **ENSP 330 - Introduction to Environmental Law**

This interdisciplinary Public Policy major will focus on using analytical decision-making to study an array of subjects ranging from the processes of making, implementing and evaluating government policies to the ethical evaluation of contemporary social problems, both domestic and international. The major will have two distinctive components: 1) core foundational skills critical for the

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PUAF 203 Liberty and Justice for All: Ethics and Moral Issues in Public Policy	3
Introduction to Public Policy Focus (Choose from courses in focus list)	3
PUAF 300 Governance: Collective Action in the Public Interest	3
(Pre-req: PUAF100 and PUAF101)	
PUAF 302 Examining Pluralism in Public Policy (UP)	3
PUAF 303 Public Economics: Raising and Spending the People's Money	3
PUAF 304 Evaluating Evidence: Finding Truth in Numbers	4
PUAF 305 Internship Class OR Approved Study Abroad	3
PUAF 306: Public Policy Analysis in Action (Taken after 60 credits)	3
PUAF 400 Senior Capstone (Taken after 90 credits; Pre-req: PUAF306)	3
PUAF 401 Contemporary Issues in Public Policy (Taken after 90 credits)	3

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ENSP 330	Introduction to Environmental Law
GEOG 331	Introduction to Human Dimensions of Global Change
ENGL 398V	Writing about the Environment
ENST 233	Introduction to Environmental Health

GEOG 330   As the World Turns: Society and Sustainability in a Time of Great Change

Public Leadership
PUAF311   Women in Leadership
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Thank you for your consideration. I look forward to hearing from you at your earliest convenience.
Do let me know if you have any questions.

Dr. Nina P. Harris
Assistant Dean
Maryland School of Public Policy
(301)405-0390
nharris@umd.edu

Subject: RE: Public Policy Major Request

Date: Wednesday, January 27, 2016 at 3:17:01 PM Eastern Standard Time

From: Meredith Brooke Epstein

To: Nina P. Harris

Dear Nina,

Thank you very much for reaching out to me and considering INAG123 for the Public Policy major. I approve of listing my course. Do you need any further information from me? Best wishes in the development of this exciting major – I look forward to hearing the result!

Sincerely,
Meredith

Meredith B. Epstein
Lecturer and Advisor
Sustainable Agriculture and Agricultural Business Management
Institute of Applied Agriculture
University of Maryland
(301) 405-4690

From: Nina P. Harris
Sent: Tuesday, January 26, 2016 11:30 AM
To: Meredith Brooke Epstein <mbepste@umd.edu>
Subject: Public Policy Major Request
Importance: High

Dear Meredith Epstein:

The School of Public Policy is proposing a major in Public Policy. I am writing to ask your approval to list the following course/s among the list of focus area courses. Currently, it is listed as an approved course for the Sustainability Studies Minor.

- INAG 123 - Intro to Sustainable Agriculture

This interdisciplinary Public Policy major will focus on using analytical decision-making to study an array of subjects ranging from the processes of making, implementing and evaluating government policies to the ethical evaluation of contemporary social problems, both domestic and international. The major will have two distinctive components: 1) core foundational skills critical for the understanding and analysis of problems and proposed solutions; and 2) the application of these skills and competencies to address challenges in the real world by engaging with the policy process at local, state at national levels through real-time projects. The major in Public Policy will equip students with competence in analytical skills, supported by theory and data, to prepare them for careers in public service, policymaking, and the public, private, and nonprofit sectors.

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Introduction to Public Policy Focus (Choose from courses in focus list)	3
PUAF 300 Governance: Collective Action in the Public Interest	3
(Pre-req: PUAF100 and PUAF101)	
PUAF 302 Examining Pluralism in Public Policy (UP)	3
PUAF 303 Public Economics: Raising and Spending the People's Money	3
PUAF 304 Evaluating Evidence: Finding Truth in Numbers	4
PUAF 305 Internship Class OR Approved Study Abroad	3
PUAF 306: Public Policy Analysis in Action (Taken after 60 credits)	3
PUAF 400 Senior Capstone (Taken after 90 credits; Pre-req: PUAF306)	3
PUAF 401 Contemporary Issues in Public Policy (Taken after 90 credits)	3

Focus or PUAF electives (12 credits)
Three credits may overlap with Intro to Focus course above

Focus/PUAF Elective Course 1	3
Focus/PUAF Elective Course 2	3
Focus/PUAF Elective Course 3	3
Focus/PUAF Elective Course 4	3

Focus Area/Elective Courses
Students may choose an area of focus to delve deeper into a particular policy area or subject. These students choose four (4) courses from one of the three areas below. We intend to expand our areas of focus by partnering with other departments on campus such as Physics and Government and Politics. Students who do not choose a focus must select at least two courses from the list below and two other electives approved by the program. These students have the ability to build the major to their own interests and goals.

Sustainability
PUAF 301	Sustainability
BSCI 363	The Biology of Conservation and Extinction
ENST 440	Crops, Soils, and Civilization
INAG 123	Intro to Sustainable Agriculture
LARC 160	Introduction to Landscape Architecture
ARCH 460	Measuring Sustainability
AREC 365	World Hunger, Population, and Food Services
ENSP 330	Introduction to Environmental Law
GEOG 331	Introduction to Human Dimensions of Global Change
ENGL 398V	Writing about the Environment
ENST 233	Introduction to Environmental Health
GEOG 330	As the World Turns: Society and Sustainability in a Time of Great Change

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PUAF311	Women in Leadership
PUAF313	Advocacy in the American Political System
AASP101	Public Policy and the Black Community
AASP314	The Civil Rights Movement

AAST222   Immigration and Ethnicity in America
HESI217   Introduction to Student Leadership
HESI315   Leadership in Groups and Organizations
LASC234   Issues in Latin American Studies I
PSYC221   Social Psychology
PSYC289E   The Psychology of Evil
PSYC362   Introduction to Negotiation
SOCY432   Social Movements
SOCY425/   Gender Roles and Social Institutions
WMST425

Nonprofit and Social Change Leadership
PUAF 214   Leading and Investing in Social Change: Re-defining and
                  Experimenting with Philanthropy
PUAF 215   Innovation and Social Change: Creating Change for Good
PUAF359I   Leading and Investing in Social Change
PUAF 388D Innovation and Social Change: Do Good Now
PUAF 388G Global Perspectives on Leading and Investing in Social Change
CPPL200/201 Public Leadership Colloquium
PUAF388O   China: China's Philanthropic and Social Sector
                  Policy and Management Perspectives
PUAF388I   Education and Project Engagement with NGOs and Social Enterprises
PUAF213   Introduction to Nonprofit and Social Change Leadership
PUAF313   Advanced Nonprofit and Social Change Leadership
BMGT 389E Maryland Social Entrepreneur Corps
BMGT 468U Social Entrepreneurship Laboratory

Thank you for your consideration. I look forward to hearing from you at your earliest convenience.
Do let me know if you have any questions.

Dr. Nina P. Harris
Assistant Dean
Maryland School of Public Policy
(301)405-0390
nharris@umd.edu

Subject: RE: Public Policy Major Request
Date: Thursday, January 28, 2016 at 1:44:40 PM Eastern Standard Time
From: N Adaire Parker
To: Nina P. Harris
CC: James C. Hanson

Nina,

The department is fine with adding AREC365 to your new major.

Best,

Adaire Parker, MAEd
Assistant Director of Undergraduate Studies
Department of Agricultural and Resource Economics
2200 Symons Hall
University of Maryland
College Park, MD 20742
www.arec.umd.edu

From: Nina P. Harris
Sent: Tuesday, January 26, 2016 11:36 AM
To: N Adaire Parker <nparker1@umd.edu>
Subject: Public Policy Major Request
Importance: High

Dear Adaire Parker:

The School of Public Policy is proposing a major in Public Policy. I am writing to ask your approval to list the following course/s among the list of focus area courses. Currently, it is listed as an approved course for the Sustainability Studies Minor.

- **AREC 365 - World Hunger, Population, and Food Services**

This interdisciplinary Public Policy major will focus on using analytical decision-making to study an array of subjects ranging from the processes of making, implementing and evaluating government policies to the ethical evaluation of contemporary social problems, both domestic and international. The major will have two distinctive components: 1) core foundational skills critical for the understanding and analysis of problems and proposed solutions; and 2) the application of these skills and competencies to address challenges in the real world by engaging with the policy process at local, state at national levels through real-time projects. The major in Public Policy will equip students with competence in analytical skills, supported by theory and data, to prepare them for careers in public service, policymaking, and the public, private, and nonprofit sectors.

Public Policy Major Curriculum

Required Major Courses
ECON 200 Principles of Microeconomics (HS)   4
PUAF 202 Public Leaders and Active Citizens OR   3

PUAF 201 Leadership for the Commmon Good (IS/SP)
PUAF 203 Liberty and Justice for All: Ethics and Moral Issues in Public Policy 3
Introduction to Public Policy Focus (Choose from courses in focus list) 3
PUAF 300 Governance: Collective Action in the Public Interest 3
(Pre-req: PUAF100 and PUAF101)
PUAF 302 Examining Pluralism in Public Policy (UP) 3
PUAF 303 Public Economics: Raising and Spending the People's Money 3
PUAF 304 Evaluating Evidence: Finding Truth in Numbers 4
PUAF 305 Internship Class OR Approved Study Abroad 3
PUAF 306: Public Policy Analysis in Action (Taken after 60 credits) 3
PUAF 400 Senior Capstone (Taken after 90 credits; Pre-req: PUAF306) 3
PUAF 401 Contemporary Issues in Public Policy (Taken after 90 credits) 3

Focus or PUAF electives (12 credits)
Three credits may overlap with Intro to Focus course above
Focus/PUAF Elective Course 1 3
Focus/PUAF Elective Course 2 3
Focus/PUAF Elective Course 3 3
Focus/PUAF Elective Course 4 3

Focus Area/Elective Courses
Students may choose an area of focus to delve deeper into a particular policy area or subject. These students choose four (4) courses from one of the three areas below. We intend to expand our areas of focus by partnering with other departments on campus such as Physics and Government and Politics. Students who do not choose a focus must select at least two courses from the list below and two other electives approved by the program. These students have the ability to build the major to their own interests and goals.

Sustainability
PUAF 301   Sustainability
BSCI 363   The Biology of Conservation and Extinction
ENST 440   Crops, Soils, and Civilization
INAG 123   Intro to Sustainable Agriculture
LARC 160   Introduction to Landscape Architecture
ARCH 460   Measuring Sustainability
AREC 365   World Hunger, Population, and Food Services
ENSP 330   Introduction to Environmental Law
GEOG 331   Introduction to Human Dimensions of Global Change
ENGL 398V   Writing about the Environment
ENST 233   Introduction to Environmental Health
GEOG 330   As the World Turns: Society and Sustainability in a Time of Great Change

Public Leadership
PUAF311   Women in Leadership
PUAF313   Advocacy in the American Political System
AASP101   Public Policy and the Black Community
AASP314   The Civil Rights Movement
AAST222   Immigration and Ethnicity in America
HESI217   Introduction to Student Leadership
HESI315   Leadership in Groups and Organizations
LASC234   Issues in Latin American Studies I

PSYC221   Social Psychology
PSYC289E   The Psychology of Evil
PSYC362   Introduction to Negotiation
SOCY432   Social Movements
SOCY425/   Gender Roles and Social Institutions
WMST425

Nonprofit and Social Change Leadership
PUAF 214   Leading and Investing in Social Change: Re-defining and
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PUAF 215   Innovation and Social Change: Creating Change for Good
PUAF359I   Leading and Investing in Social Change
PUAF 388D Innovation and Social Change: Do Good Now
PUAF 388G Global Perspectives on Leading and Investing in Social Change
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PUAF313   Advanced Nonprofit and Social Change Leadership
BMGT 389E Maryland Social Entrepreneur Corps
BMGT 468U Social Entrepreneurship Laboratory

Thank you for your consideration. I look forward to hearing from you at your earliest convenience. Do let me know if you have any questions.

Dr. Nina P. Harris
Assistant Dean
Maryland School of Public Policy
(301)405-0390
nharris@umd.edu

Subject: Re: Public Policy Major Request

Date: Friday, January 29, 2016 at 11:46:39 AM Eastern Standard Time

From: Ronald W. Luna

To: Rachel Elise Berndtson, Nina P. Harris

Hi Nina,

Thank you for taking into consideration our courses. I will suggest also geog 130.

best,
Ronald

On 1/29/2016 11:39 AM, Rachel Elise Berndtson wrote:

> Hi Nina,
>
> Both GEOG330 and GEOG331 are logical to include. I'm including the Undergraduate Director,
> Dr. Ronald Luna, on this email. Ronald typically makes the final recommendation.
>
> Thanks,
>
> -Rachel
>
> Rachel Berndtson, Ph.D.
> Assistant Director of Academic Programs
> 2181L LeFrak Hall
> Department of Geographical Sciences
> University of Maryland, College Park
> (301) 405 9149

From: Nina P. Harris
Sent: Tuesday, January 26, 2016 11:48 AM
To: Rachel Elise Berndtson <rberndts@umd.edu>
Subject: Public Policy Major Request
Importance: High

Dear Rachel Berndston:

The School of Public Policy is proposing a major in Public Policy. I am writing to ask your approval to list the following course/s among the list of focus area courses. Currently, it is listed as an approved course for the Sustainability Studies Minor.

- **GEOG 330 - As the World Turns: Society and Sustainability in a Time of Great Change**

This interdisciplinary Public Policy major will focus on using analytical decision-making to study an array of subjects ranging from the processes of making, implementing and evaluating government policies to the ethical evaluation of contemporary social problems, both domestic and international. The major will have two distinctive components: 1) core foundational skills critical for the understanding and analysis of problems and proposed solutions; and 2) the application of these skills and competencies to address challenges in the real world by engaging with the policy process at local, state at national levels through real-time projects. The major in Public Policy will equip students with competence in analytical skills, supported by theory and data, to prepare them for careers in public service, policymaking, and the public, private, and nonprofit sectors.

Public Policy Major Curriculum

Required Major Courses
ECON 200 Principles of Microeconomics (HS)   4
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PUAF 203 Liberty and Justice for All: Ethics and Moral Issues in Public Policy   3
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(Pre-req: PUAF100 and PUAF101)
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Students may choose an area of focus to delve deeper into a particular policy area or subject. These students choose four (4) courses from one of the three areas below. We intend to expand our areas of focus by partnering with other departments on campus such as Physics and Government and Politics. Students who do not choose a focus must select at least two courses from the list below and two other electives approved by the program. These students have the ability to build the major to their own interests and goals.

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BMGT 389E Maryland Social Entrepreneur Corps
BMGT 468U Social Entrepreneurship Laboratory

Thank you for your consideration. I look forward to hearing from you at your earliest convenience. Do let me know if you have any questions.

Dr. Nina P. Harris
Assistant Dean
Maryland School of Public Policy
(301)405-0390
nharris@umd.edu

Subject: RE: Course permission for Public Policy Major
Date: Monday, February 1, 2016 at 9:54:40 AM Eastern Standard Time
From: David Basil Eubanks
To: jnlittle-contact
CC: Nina P. Harris, Marilee Lindemann

Jen,

Of course. Happy for the CPPL capstone sequence to be part of the new major.

Dave

Dave Eubanks, PhD
Associate Director
College Park Scholars
University of Maryland

From: Jennifer Littlefield [mailto:jnashlittle@gmail.com]
Sent: Friday, January 29, 2016 3:57 PM
To: David Basil Eubanks
Cc: Nina P. Harris
Subject: Course permission for Public Policy Major

Hi Dave,

Nina and I are putting together our proposal for the new undergraduate major in Public Policy and we'd like to list CPPL200/CPPL201 to count for one of the focus areas. I give my permission as PL program director, but just to be safe we also want to include your permission as the course scheduler.

Can you reply with permission to use this course in our major?

Thanks!

--
Jennifer Littlefield, PhD
jnlittle@umd.edu

Director
College Park Scholars Public Leadership Program

Associate Director
Center for Philanthropy and Nonprofit Leadership

1108 Taliaferro Building
College Park, MD 20742
301-405-4765

Subject: Re: Public Policy Major request

Date: Sunday, January 31, 2016 at 8:44:06 AM Eastern Standard Time

From: Jo Paoletti (sent by jo.paoletti@gmail.com <jo.paoletti@gmail.com>)

To: Nina P. Harris

CC: Psyche A Williams-Forson

Hello Nina,

This major looks great! I imagine that some of our majors will find it an attractive second major or supporting area (we have a similar structure where students must take 12 credits at the upper level in a second major, minor, or focus). You may certainly include AAST 222, and I will check with the faculty and send you a second email with a list of possible additionas.

Jo Paoletti

Professor and Undergraduate Studies Director
American Studies Department
3331 Tawes Hall
7751 Alumni Dr.
College Park, MD 20742
University of Maryland

On Tue, Jan 26, 2016 at 6:53 PM, Nina P. Harris <nharris@umd.edu> wrote:

> Thank you, Psyche.
>
> Hello Jo! It's been a long time. Hope you are well. I look forward to hearing from you. Also, if there are other courses you think would fit our list, please do share and we will include it in our focus area.
>
> Nina P. Harris
> Assistant Dean
> Maryland School of Public Policy
> (301) 405-0390
> nharris@umd.edu
>
> _____
>
> **From:** Psyche A Williams-Forson <pwforson@umd.edu>
> **Date:** Tuesday, January 26, 2016 3:36 PM
> **To:** Nina Harris <nharris@umd.edu>
> **Cc:** "Jo B. Paoletti" <jpaol@umd.edu>
> **Subject:** Re: Public Policy Major request

Addendum A: The fields of Public Policy and Government and Politics distinguished

Public policy is not a subfield of any other discipline but instead a truly interdisciplinary approach, with a 70-year tradition that has become robust and effective, in scholarly research, public service, and education. Public policy focuses on solving policy puzzles and draws on other disciplines as appropriate to understand policy problems and to devise the best solutions. Public policy weaves together particular elements of many other disciplines: philosophy (what is a good decision, and how can we produce it?); operations research (what does a policy system look like, and how can we improve it?); political science (how do the elements of the governmental process work, and how can we most effectively navigate it?); and especially economics (what decisions would maximize benefits to society at the lowest cost?). Indeed, economics has proven the most important disciplinary contributor to public policy, but public policy also draws very heavily on these other disciplines. It also brings in elements of public health, city planning, foreign affairs, engineering, mathematics, the biological sciences, nonprofit management, business and many other disciplines.

Public policy focuses especially on analysis, to integrate the approaches of different disciplines in an effort to produce the best policy decisions and the most effective policy implementation. That fundamental unit of analysis differs from the approach of other disciplines. Economics, for example, focuses principally on efficient resource allocation in decisions without exploring how to carry out those decisions. Philosophy focuses on understanding driving principles and how they affect actions, but it does not focus on quantitative tools. Political science deals with government's processes and institutions, but it does not bring in the policy-analytic tools of microeconomics and econometrics. Public policy weaves these approaches together in a tight focus, with a special concentration on problem solving in individual policies.

The slide presentation in Addendum B provides further information and data surrounding the discipline of public policy and the national context with regard to public policy majors.

Detailed Curriculum Differences: The proposed Public Policy major studies problems as the unit of analysis, wherein students seek to define those problems, analyze alternative responses, devise appropriate strategies for implementation, and evaluate the success of the policy and its implementation.

In contrast, the Government and Politics major focuses its attention on political institutions such as the Executive Branch and the Supreme Court and the political process. The Government and Politics Department at UMD provides courses related to American politics, comparative politics, international relations, political theory, law and society and political economy. On the other hand, the Public Policy major will bring in economics, history, moral philosophy, business, and information studies as well as the role of non-state actors such as for-profit and nonprofit entities.

The School of Public Policy gathered from the Registrar the list of courses taught by GVPT in the last five years, reviewing closely 104 courses that are regularly taught in the Government and Politics Department. While we did not have access to syllabi for all 104 courses, from our review it seems only12 had any reference to policy or topics covered in the proposed Public Policy major. Of these 12, five are experiential learning courses, such as field research or internship courses. Experiential learning is one area we have already committed to work in collaboration with GVPT. Three of the twelve courses are related to environmental policy rather than generic public policy. This leaves only four courses that may include topics we address as part of our general curriculum.

These courses include:
- GVPT388B: Topical Investigations; Innovation in the Public Sector
- GVPT388L: Topical Investigations; Maryland Politics, Policy, and Leadership
- GVPT459I: Thinking Like a Citizen
- GVPT479G: Interest Group and Social Movement

We will ensure our course offerings do not provide significant duplication to the above courses. Faculty from the School of Public Policy have already met with faculty from the Government and Politics Department and will continue to do so as we develop courses to prevent duplication between majors.

The School of Public Policy is not convinced our major will draw disproportionately from GVPT majors. We analyzed the background of the over 750 students enrolled each year in public policy classes during the last five years. The number of students who are government and politics majors has steadily decreased each year, with 16.4% being GVPT majors in 2010-2011 decreasing to 10.9% in 2014-2015. Additionally, there are many examples of Top 25 Political Science Programs coexisting with Top 25 Schools of Public Policy. The University of Michigan Political Science Department, located in the College of Literature, Science and the Arts, is ranked 4th in the country. In the fall of 2015 they enrolled 496 political science majors. The Ford School of Public Policy is ranked 3rd in the nation among policy schools. In the fall of 2015, they enrolled 139 public policy majors. We are convinced a public policy major at the University of Maryland will complement the government and politics major and enhance student offerings while making the University more competitive overall.

The Undergraduate Major in Public Policy: National Context

February 12, 2016

The major: national patterns

2

Most public policy programs offer undergraduate majors

- 64% of public policy programs offer an undergraduate major

- Of those not now offering the major, 23% are considering offering the major in the next 2 years

Source: NASPAA (2014),
at https://docs.google.com/viewer?url=http%3A%2F%2Fnaspaa.org%2FDataCenter%2FUndergraduate%2520Survey.pptx

3

Most leading public policy programs are in stand-alone schools

- 33 of the top 35 programs in the country are in free-standing schools of public affairs or public policy

- 1 is an institute (Wisconsin)

- 1 is a separate department (Georgia)

Source: NASPAA, *2013-14 Annual Data Report*

4

More than 40% of leading public policy schools have undergraduate majors

- 5 of top 11 (45%) programs have undergraduate majors

- 13 of top 30 (43%) programs have undergraduate majors

Source: NASPAA, *A Report on Public Affairs/Policy/Administration Undergraduate Education* (2013)

5

Half of CIC universities have public policy programs—and half of these have majors

University	Public policy rank	Political science dept rank	Undergrad major?
Chicago	23	12	n
Illinois		23	
Indiana	2	25	y
Iowa		32	
Maryland	29	28	in process
Michigan	12	4	y
Mich State		32	
Minnesota	16	19	n
Nebraska		54	
Northwestern		21	
Ohio State	29	15	y
Penn State		28	
Purdue		61	
Rutgers	46	45	y
Wisconsin	12	15	n

- 8 of 15 CIC universities have programs in public policy

- 4 of these 8 universities have undergrad public policy majors

6

3

Inside the Beltway

- No public policy program inside the Beltway has an undergraduate public policy major

7

Public policy programs do not focus on political science

- Most common specializations offered in programs in public policy and public affairs
  - Nonprofit
  - Public management
  - Health
  - City/local
  - Budget/finance
  - Environment
  - Human resources

Source: NASPAA, *Annual Program Survey Results* (2014), at
https://docs.google.com/viewer?url=http%3A%2F%2Fnaspaa.org%2FDataCenter%2FAPS
%252012-13%2520Conference%2520Slides%2520updated%252010.31.pptx

8

4

Public policy majors do not draw disproportionately from political science

Table 8: Where Public Affairs Majors Would Enroll If the Degree Did Not Exist

Major	Raw Percent of Students (average across all schools)	Normalized Percent of Students (basis of 100%)
Political Science	30.45	20.55
Economics	19.85	13.40
Business	19.50	13.16
Other Social Sciences	15.83	10.68
International Relations	15.30	10.33
Psychology	12.61	8.51
Criminology	12.50	8.44
History	10.00	6.75
Communications	6.43	4.34
Other Not Listed	4.00	2.70
STEM Fields	1.68	1.13

Source: NASPAA, *A Report on Public Affairs/Policy/Administration Undergraduate Education* (2013)

9

What is the content of public policy undergraduate majors?

10

The public policy discipline: key elements

- Interdisciplinary focus
  - An exploration of important policy issues, with an explicit focus on the boundary-spanning across fields of study, instead of through a lens shaped by a particular discipline

- Systematic analysis
  - Combination of wide-ranging political, statistical, and economic analysis tools to understand problems, their root causes, and solutions, with a special focus on complexity and the interrelated nature of policy problems

- Policy area focus
  - A problem-centered view of the discipline, instead of through a structural, institutional, process, or behavioral approach

11

Example: Ford School, University of Michigan, at http://fordschool.umich.edu/ba

---

Typical major in public policy

University of Michigan undergraduate major in public policy:

DEGREE REQUIREMENTS

- PUBPOL 320: Politics, political institutions, and public policy (4 credits)
- PUBPOL 330: Microeconomics for public policy (4 credits)
- STATS 250: Introduction to statistics and data analysis (4 credits)
- PUBPOL 495: Policy seminar (junior year, 4 credits)
- PUBPOL 495: Policy seminar (senior year, 4 credits)
- 6 additional credit hours in PUBPOL at the 300 or 400 level
- 12 additional credits in student-declared focus area

12

How does public policy fit with other academic disciplines?

13

Political science is a small part of public policy

Areas at 2015 Annual Meeting of Association of Public Policy Analysis and Management

- Crime and Drugs

- Education

- Employment and Training Programs

- Family and Child Policy

- Health Policy

- Housing and Community Development

- Impact of Politics on the Policy Process

- Natural Resource Security, Energy, and Environmental Policy

- Population and Migration Issues

- Poverty and Income Policy

- Population and Migration Issues

- Poverty and Income Policy

- Public and Nonprofit Management and Finance

- Social Equity

- Science and Technology

- Tools of Analysis: Methods, Data, Informatics, and Research Design

Foreign policy issues in public policy schools are covered in different professional settings.   14

Public policy is a small part of political science

American Political Science Association: Panels at 2015 Annual Meeting

For pol/int sec
6%

Public admin
1%

Public policy
2%

Federalism/state/local
4%

Science/info/environmental
2%

All other
85%

15
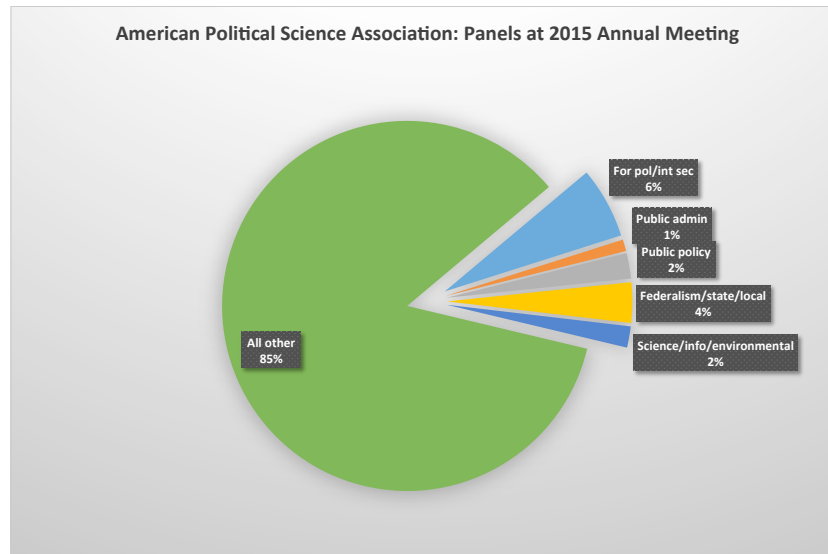
Public policy is not a principal political science subfield

Typical subfields:

• American politics

• Methodology

• Political theory

• Comparative politics

• International relations

16

Public policy v. other disciplines: Stanford model

Educational Objectives of Public Policy

- Understanding the advantages of and barriers to effective human social and political cooperation (theory of collective action, game theory, organizational behavior, social psychology, politics);

- Acquiring a framework for formulating and evaluating appropriate normative objectives, defined in terms of human well-being, including justice or fairness (ethics, moral and political philosophy, economic analysis of law);

- Mastering analytical tools useful for evaluating public policies and programs in terms of their absolute and comparative efficacy in achieving given social objectives (microeconomics, welfare economics, public finance, econometric analysis, benefit-cost-risk analysis); and

- Bringing these principles and tools into practical application for decision making in the real world, from the perspectives of political leaders as well as citizens (applications of evidence-based practices in applied fields such as health or environmental policy; practica, internships)

Source: https://publicpolicy.stanford.edu/about/what-public-policy-stanford

17

Continued . . .

Public Policy vs. Related Fields

- Students often ask about the ***differences*** between Public Policy as a major and related subjects, such as political science, economics, or certain fields of philosophy. ***Public policy*** *analysis requires students to* ***understand tools and principles*** *taught in political science as well as economics and to* ***integrate that learning*** *in order to pursue goals whose values are based in moral and political philosophy. In contrast,* ***political science*** *deals chiefly with the processes of* ***political decision making***, *while* ***economics*** *focuses principally on* ***efficient resource allocation***. ***Philosophy*** *seeks to provide a rational relationship between* ***fundamental values and actions.***

- Of course, public policy analysis requires an even broader understanding than that provided by the disciplines of economics, philosophy, and political science. For example, effective analysis depends heavily on the ability to identify, collect and test appropriate data in order to understand the effects of policies and programs. That ability is derived from the study of mathematics, statistics, and econometrics. Similarly, while policy analysis itself must always aspire to rationality, the ultimate subject of analysis is individual and collective human behavior, much of which is founded on emotion and instinct. Therefore the study of policy analysis must also include psychology and related neurosciences. Finally, effective policy analysis is very difficult indeed if the analyst is ignorant of the humanities, of the experiences and perspectives of cultures distant in space or time, or of the scientific method. And policy analysis is fruitless if the analyst is unable to communicate the results clearly and effectively to decision makers and lay audiences. Communication skills are an essential element of effective policy analysis.

18

Addendum C: External and Internal Transfer Student Protocol

The proposed major in Public Policy will receive transfers from other majors on campus, as well as students from Maryland Community Colleges. Working closely with the staff from Undergraduate Studies and the Pre-transfer Advising Office, the director of Undergraduate Studies in the School of Public Policy will create plans for academic success for students wishing to transfer.

External Transfers
Students enrolled in any academic program at one of the partner community colleges are eligible to participate in MTAP, Maryland Transfer Advantage Program. This pathway program is designed to assist community college students successfully complete bachelors degrees at the University.

Participating community colleges include:
- Anne Arundel Community College
- Carroll Community College
- College of Southern Maryland
- Community College of Baltimore County
- Frederick Community College
- Montgomery College
- Prince George's Community College

Additionally, we will specifically recruit candidates from community colleges who are planning to transfer to the University.

Internal Transfers
Students currently enrolled at the University of Maryland will be eligible to transfer into the Public Policy major. The sample plan included in the body of the proposal is intended for students who enter the major as first-year students. Those students interested in transferring should contact the School and work with an academic advisor to develop a revised four-year plan for successful completion of the major.

University Senate
TRANSMITTAL FORM

Senate Document #:	14-15-29
PCC ID #:	N/A
Title:	Suggested Revision to Clemency Policy
Presenter:	Charles Delwiche, Chair of the Academic Procedures & Standards (APAS) Committee
Date of SEC Review:	April 4, 2016
Date of Senate Review:	April 20, 2016
Voting (highlight one):	1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report 4. For information only
Statement of Issue:	In February 2015, the Associate Provost and Dean for Undergraduate Studies submitted a proposal regarding III-1.30(A) UMCP Policy and Procedures on Academic Clemency. The proposal called for a major revision to the current 1991 policy. The main goal of the changes is to clarify that the policy is meant to help a student get on solid footing for graduation, and therefore that only grades from 'F' to 'D+' should be available to be removed. The proposal stated that grades removed should not positively affect a student's opportunity for Latin Honors. In addition, the proposal clarified that the option for academic clemency should be automatic and guaranteed, not subject to a decision by a department or college. The proposed policy submitted with the proposal was developed in consultation with the Undergraduate Programs Advising Committee (UPAC), which includes the Assistant Deans for advising. The Senate Executive Committee (SEC) charged the Academic Procedures and Standards (APAS) Committee with review of the proposed revision to the policy.
Relevant Policy # & URL:	III-1.30(A) UMCP Policy and Procedures on Academic Clemency http://umd.edu/policies/2014-iii-130a.html
Recommendation:	APAS recommends that the Senate approve the recommended revised version of policy III-1.30(A) University of Maryland Policy and Procedures for Academic Clemency, which immediately follows this report, as a replacement for the current policy III-1.30(A) UMCP

	Policy and Procedures on Academic Clemency. If approved by the Senate and the President, all reference documents, including the Undergraduate Catalog, should likewise be updated to reflect the revised policy.
Committee Work:	APAS began reviewing the charge in during the spring 2016 semester. APAS reviewed the current policy from 1991, as well as the University System of Maryland (USM) Policy on Academic Clemency (III-1.30). In consulting with the Office of Undergraduate Studies, APAS determined that the University's current policy is ambiguous and open to different interpretations; APAS learned that many advising colleges have not allowed clemency. In some cases, students returning after five years have been allowed to take advantage of academic clemency only if their advising colleges allowed it and only under the conditions that these colleges set forth. This is complicated by the fact that returning students often change majors soon after returning to the University, so decisions on clemency are often made within a unit that is different than the student's ultimate home. APAS learned that, as a result of these factors, some students have had a difficult time determining whether returning to the University was in their best interest.
	APAS reviewed a sampling of similar policies and procedures for granting academic clemency at peer institutions and other institutions in the USM. APAS carefully reviewed the text of the proposed policy and met with representatives of the Registrar and Undergraduate Studies to discuss the current process and the issues that exist with current implementation of the policy. APAS considered many aspects of the process in its review, including how excluding courses and grades for which clemency is granted affect a student's eligibility for Latin Honors.
	APAS developed a number of modifications to the proposed policy. These edits were discussed in depth by the committee, and were also reviewed by the Office of General Counsel. On March 24, 2016, APAS voted in favor of forwarding its recommended revised version of the policy to the Senate for consideration.
Alternatives:	To not approve the APAS Committee's recommended revised version of the University of Maryland Policy and Procedures on Academic Clemency.
Risks:	There are no associated risks.
Financial Implications:	There are no financial implications.
Further Approvals Required:	Senate approval, Presidential approval.

Senate Academic Procedures and Standards (APAS) Committee

Report on Senate Document # 14-15-29

Suggested Revision to Clemency Policy

March 2016

2015-2016 APAS Committee Members

Charles Delwiche, Chair
Britt Reynolds, Ex-Officio, Undergraduate Admissions Rep
Mark Shayman, Ex-Officio, Graduate School Rep
William Cohen, Ex-Officio, Provost's Rep
Ann Smith, Ex-Officio, Undergraduate Studies Rep
Adrian Cornelius, Ex-Officio, University Registrar Rep
Robin Pike, Faculty
Marilee Lindemann, Faculty
Charles Mitter, Faculty
Eric McKenzie, Faculty
Richard Klank, Faculty
Douglas Roberts, Faculty
Linda Moghadam, Faculty
Brian Barker, Faculty
Daniela Wagner-Loera, Faculty
Lelyn Saner, Faculty
Emily Heavin, Exempt Staff
Mark Rivera, Graduate Student
Stephanie Gill, Undergraduate Student
Kevin Adams, Undergraduate Student
Lindsay Strehle, Undergraduate Student

BACKGROUND

In February 2015, the Associate Provost and Dean for Undergraduate Studies submitted a proposal to the University Senate regarding III-1.30(A) UMCP Policy and Procedures on Academic Clemency (Appendix 1). The proposal called for a major revision to the current academic clemency policy, which was approved by the University President in 1991.

The proposal explained that the main goal of the changes to the policy is to clarify that the policy is meant to help a student get on solid footing for graduation, and therefore that only grades from 'F' to 'D+' should be available to be removed. The proposal stated that grades removed should not positively affect a student's opportunity for Latin Honors. In addition, the proposal clarified that the option for academic clemency should be automatic and guaranteed, not subject to a decision by a department or college. The proposed policy submitted with the proposal was developed in consultation with the Undergraduate Programs Advising Committee (UPAC), which includes the Assistant Deans for advising.

The Senate Executive Committee (SEC) met in March 2015 and reviewed the proposal from Undergraduate Studies. The SEC decided to charge the Academic Procedures and Standards (APAS) Committee with review of the proposed revision to the policy. The charge deadline was set for March 30, 2016 (Appendix 2).

COMMITTEE WORK

The APAS Committee began reviewing the charge in during the spring 2016 semester, following other large reviews for various charges. As instructed by the charge, the committee reviewed the current policy from 1991, as well as the University System of Maryland (USM) Policy on Academic Clemency (III-1.30) (Appendix 3).

In consulting with the Office of Undergraduate Studies, the committee determined that, as it exists now, the policy on academic clemency is ambiguous and open to different interpretations; the committee learned that many advising colleges have not allowed clemency. In some cases, students returning after five years have been allowed to take advantage of academic clemency only if their advising colleges allowed it and only under the conditions that these colleges set forth. This is complicated by the fact that returning students often change majors soon after returning to the University, so decisions on clemency are often made within a unit that is different than the student's ultimate home. As a result of these factors, the committee learned, some students have had a difficult time determining whether returning to the University was in their best interest.

The committee also reviewed a sampling of similar policies and procedures for granting academic clemency at peer institutions and other institutions in the USM, including Rutgers University, Purdue University, Indiana University-Purdue University Indianapolis, the University of Iowa, and the University of Maryland, Baltimore County (see Appendix 4). The committee found that many other institutions, including those in the Big Ten, have policies similar to the proposed policy that provide clear guidance and are uniformly enforced.

The APAS Committee carefully reviewed the text of the proposed policy over the course of a few months. The committee met with representatives of the Office of the Registrar and the Office of Undergraduate Studies to discuss the current process and the issues that exist with current implementation of the policy. The committee considered many aspects of the process in its review, including how excluding courses and grades for which clemency is granted affect a student's eligibility for Latin Honors.

Throughout its review, the APAS Committee developed a number of modifications to the proposed policy. These edits were discussed in depth by the committee members, and were also reviewed by the Office of General Counsel. On March 24, 2016, the APAS Committee voted in favor of forwarding its recommended revised version of the Policy and Procedures on Academic Clemency to the Senate for consideration.

RECOMMENDATIONS

The APAS Committee recommends that the Senate approve the recommended revised version of policy III-1.30(A) University of Maryland Policy and Procedures for Academic Clemency, which immediately follows this report, as a replacement for the current policy III-1.30(A) UMCP Policy and Procedures on Academic Clemency.

If approved by the Senate and the President, all reference documents, including the Undergraduate Catalog, should likewise be updated to reflect the revised policy.

APPENDICES

Appendix 1 – UMCP Policy and Procedures on Academic Clemency (III-1.30[A])

Appendix 2 – Charge from the Senate Executive Committee (SEC), dated March 30, 2015

Appendix 3 – University System of Maryland (USM) Policy on Academic Clemency (III-1.30)

Appendix 4 – Sampling of Peer Institution Research, conducted during AY 2015-2016

**III-1.30(A)   UNIVERSITY OF MARYLAND POLICY AND PROCEDURES ON
              ACADEMIC CLEMENCY**
              (Approved by the President August 1, 1991)

Undergraduate degree-seeking students who have reenrolled at the University of Maryland in pursuit of their initial baccalaureate degree are eligible, after a separation of at least five calendar years from the University (determined by the last day of the last attended semester), for academic clemency. Academic clemency is granted one time only, and subsequent requests will be denied.

Application for academic clemency must be filed with the Office of Undergraduate Studies (or designee) as soon as possible, and before the end of the first semester of the student's return to the University. Clemency will be recorded on the student's record following the completion of the student's first semester of reenrollment. Under clemency, up to 16 attempted credits of D+, D, D-, and F grades from courses previously completed at the University of Maryland will be removed from the calculation of the student's cumulative grade point average (GPA).

Attempted credits and grades for which clemency is granted will:

    1) remain on the student's transcript;
    2) not be used to satisfy degree requirements;
    3) be excluded from the student's cumulative GPA calculation;
    4) remain included in the calculation of Latin Honors; and
    5) adhere to the institution's repeat guidelines and be included in the student's repeat limits.

The granting of clemency is contingent upon the student's satisfactory completion of the initial semester of reenrollment, and will be recorded by the university at that time. If the student's first semester of registration upon reenrollment is canceled, or the student withdraws from the semester, clemency will not be granted (and the student will retain the option of filing for clemency in the future).

III-1.30(A) UMCP POLICY AND PROCEDURES ON ACADEMIC CLEMENCY

(APPROVED BY THE PRESIDENT 1 AUGUST 1991)

A. Policy

   It is the policy of the University of Maryland at College Park to
   allow undergraduate students returning to the campus after a
   separation of at least five calendar years to petition for the
   removal of a limited number of unsatisfactory or failing grades
   earned previously at UMCP.

B. Criteria

   In order to obtain academic clemency the following must be met:

   1. The student must be readmitted or reinstated at UMCP.

   2. The student must be registered for classes at UMCP.

   3. The student must have been separated from UMCP and not
       enrolled in any other four year degree program for a
       period of at least five full calendar years.

C. Procedures

   1. The student must file a written petition with the
       appropriate dean.

   2. The petition must contain:

       a. the student's name and social security number;
       b. the dates the student attended UMCP;
       c. a list of the courses the student wishes to have
          removed from the calculation of the grade point
          average. A maximum of sixteen credits may be
          removed.

   3. The petition must be filed as soon as possible within
       the first semester of the student's return to UMCP.

   4. The dean shall decide which, if any, of the courses
       should be excluded from calculation of the student's
       grade point average, and shall notify the student in
       writing of the decision. No more than sixteen credits
       may be excluded. The decision of the dean is final, and
       approval is neither automatic nor guaranteed. If the
       student subsequently changes to another college, the
       decision of the original dean remains in effect.

    5. Courses which are excluded are designated on the
       transcript with the notation E.C. (excluded credit) and
       are not counted toward graduation requirements, or in
       the calculation of grade point average.

University Senate
CHARGE

Date:	March 30, 2015
To:	Charles Delwiche Chair, Academic Procedures & Standards (APAS) Committee
From:	Donald Webster Chair, University Senate
Subject:	Suggested Revision to Clemency Policy
Senate Document #:	14-15-29
Deadline:	March 30, 2016

The Senate Executive Committee (SEC) requests that the Academic Procedures & Standards (APAS) Committee review the attached proposal regarding revisions to the University of Maryland, College Park Policy and Procedures on Academic Clemency and make recommendations on whether they are appropriate.

Specifically, we ask that you:

1. Review the University System of Maryland (USM) Policy on Academic Clemency (III-1.30).

2. Review the University of Maryland, College Park Policy and Procedures on Academic Clemency (III-1.30 [A]).

3. Consult with the proposer.

4. Consult with the University Registrar.

5. Consider how excluding courses and grades for which clemency is granted affect a student's eligibility for Latin Honors.

6. Review similar policies for academic clemency at our peer institutions and other Big 10 institutions.

7. Consult with the University's Office of General Counsel on any recommended policy revisions.

8. Recommend whether the policy should be revised.

We ask that you submit your report and recommendations to the Senate Office no later than March 30, 2016. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.

Attachment

University Senate
PROPOSAL FORM

Name:	Donna B. Hamilton
Date:	February 24, 2015
Title of Proposal:	Suggested Revision to Academic Clemency Policy
Phone Number:	301-405-9354
Email Address:	dhamil@umd.edu
Campus Address:	2110 Marie Mount Hall
Unit/Department/College:	Office of Undergraduate Studies
Constituency (faculty, staff, undergraduate, graduate):	Dean for Undergraduate Studies
Description of issue/concern/policy in question:	The current policy on academic clemency allows too much room for arbitrary decisions, encouraging both uncertainty and a too wide range of interpretation in implementation. Re-wording will reduce this uncertainty and bring the policy in line with current academic standards. --- ### III-1.30(A) UMCP POLICY AND PROCEDURES ON ACADEMIC CLEMENCY (APPROVED BY THE PRESIDENT 1 AUGUST 1991) A. Policy It is the policy of the University of Maryland at College Park to allow undergraduate students returning to the campus after a separation of at least five calendar years to petition for the removal of a limited number of unsatisfactory or failing grades previously at UMCP. B. Criteria In order to obtain academic clemency the following must be met:

	1. The student must be readmitted or reinstated at UMCP.
	2. The student must be registered for classes at UMCP.
	3. The student must have been separated from UMCP and not enrolled in any other four-year degree program for a period of at least five full calendar years.
	C. Procedures
	1. The student must file a written petition with the appropriate dean.
	2. The petition must contain:
	a. the student's name and social security number;
	b. the dates the student attended UMCP;
	c. a list of the courses the student wishes to have removed from the calculation of the grade point average. A maximum of sixteen credits may be removed.
	3. The petition must be filed as soon as possible within the first semester of the student's return to UMCP.
	4. The dean shall decide which, if any, of the courses should be excluded from calculation of the student's grade point average, and shall notify the student in writing of the decision. No more than sixteen credits may be excluded. The decision of the dean is final, and approval is neither automatic nor guaranteed. If the student subsequently changes to another college, the decision of the original dean remains in effect.
	5. Courses which are excluded are designated on the transcript with the notation E.C. (excluded credit) and are not counted toward graduation requirements, or in the calculation of grade point average.
Description of action/changes you would like to see implemented and why:	To clarify that the policy is only meant to help a student get on solid footing for graduation, only grades from 'F' to 'D+' should be available to be removed. The grades/courses removed should not affect positively the student's opportunity for academic/Latin honors. The option for clemency should be automatic and guaranteed, not subject to department/college decision.

	Draft of proposed Academic Clemency Policy (rev Adrian Cornelius 2.6.2015)
	Undergraduate degree-seeking students who have reenrolled to the University of Maryland in pursuit of their initial baccalaureate degree may, after a separation of at least five years from the University (determined by the last day of the last attended semester), file for academic clemency. Academic clemency is available one time only, and subsequent requests will not be granted. Clemency will be granted only in the student's first semester of reenrollment. Up to 16 credits of D+, D, D- and F grades from courses previously completed at the University of Maryland will be removed from the calculation of the student's cumulative grade point average (GPA). Courses and grades for which clemency is granted will: 1) Remain on the student's transcript 2) Cannot be used to satisfy degree requirements 3) Be excluded from the student's cumulative GPA calculations on the transcript 4) Remain included in the calculation of Latin Honors 5) Adhere to the institution's Repeat policy and will be included in the student's repeat limits If the student's first semester of registration upon reenrollment is canceled, clemency will be vacated and the student will have an opportunity to once again apply for clemency. Clemency is also vacated for students who withdraw from the first semester of reenrollment. However, in the latter case, subsequent requests for clemency will not be granted.
Suggestions for how your proposal could be put into practice:	The revised policy would be announced to all colleges, departments, and advising units. Students would consult with an academic advisor when filing for academic clemency. The Registrar's Office would enforce the policy through its regular review of any proposed modifications of transcripts.
Additional Information:	USM encourages adoption of policy on academic clemency. See 62.- III-1.30-Policy on Academic Clemency

2/20/2015   III130 - USM

UNIVERSITY SYSTEM OF MARYLAND

62.0 III-1.30-POLICY ON ACADEMIC CLEMENCY

(Approved by the Board of Regents, February 22, 1990)

Each institution, in order to encourage students to resume their pursuit of a baccalaureate degree after an academic separation of at least five calendar years from the institution, may establish an academic clemency policy that may remove or reduce the burden of unsatisfactory or failing grades (as defined by the institution) earned previously at that institution.

Replacement for: BOR I-1.70

University System of Maryland
3300 Metzerott Road
Adelphi, MD 20783-1690, USA
301.445.2740

http://www.usmh.usmd.edu/regents/bylaws/SectionIII/III130.html?t=print.php

Academic Clemency

Sampling of Research from Peer and USM Institutions

UMBC

Petition for Academic Clemency

Purpose: Students who are re-admitted or re-instated after a lapse of five calendar years or more may petition to have up to 16 credits of failing grades excluded from the calculation of their cumulative records. Upon approval of the petition the specified courses will be designated as non-applicable (NA) on the transcript. These credits will not be counted toward graduation requirements. Students must file the petition through the Office of the Registrar during the first semester of return to UMBC. Courses approved for exclusion from grade point average calculations may not be changed thereafter, even if the student changes his or her major. Approval of the petition is neither automatic nor guaranteed.

Procedure: The student must fill out the form below and have their advisor sign off approval. After this submit the form to the Registrar's Office.

Processing Time: 3 to 5 Business Days

The intent of the academic clemency policy is to permit students, who have a "poor record" in their previous enrollment, to exclude courses in which "poor grades" were earned. The following definitions apply with respect to academic clemency:

Poor record: The prior record must have been in a range which would place the student in danger of future academic action. Only students with less than a 2.00 cumulative grade point average are eligible for academic clemency. A single poor term would have to qualify under the non-applicable semester policy.
Poor grades: Non-passing grades such as "F", "F" on Pass/Fail, or "F" due to a converted incomplete, are the only grades which can be excluded.

In the final analysis, the decision to give clemency will be granted to insure that the prior record does not put you in academic jeopardy upon return. It will not be granted simply as a way to increase your grade point average.

http://registrar.umbc.edu/forms/exceptionappeals-request-forms/

http://registrar.umbc.edu/files/2012/06/Petition-for-Academic-Clemency.pdf

Purdue University

Academic Renewal

Academic renewal is a recalculation of the Scholastic Indices.

1. All courses that comprise the Academic Record prior to Re-entry or Readmission will receive zero credit, are not included in the credit hour total, and make zero contribution to the calculation of the Program GPA or the Cumulative GPA.
2. The original Course grade record will remain unchanged on the transcript.
3. The Academic Renewal Policy shall be a Purdue University policy and be independent of the student's School or College.
4. Academic Renewal applies to students who have been admitted to the University under the current University Standards and Policies for Re-Entry or Readmission and have not been enrolled at Purdue University in the preceding five years.
5. Students must petition the faculty Committee on Scholastic Delinquencies and Readmission (CSDR) to have their Scholastic Indices recalculated using the Academic Renewal Policy. This recalculation will not be implemented unless the student is in good standing according to University policy, and has completed at least 12 credit hours after Re-Entry or Readmission. The petition for recalculation of the Scholastic Indices must be made by students within one full year from the start of the semester in which they are readmitted or granted Re-Entry.
6. Academic Renewal may only be granted once for a student.
7. The faculty CSDR will administer the Academic Renewal Policy.

Do you qualify for Academic Renewal**?**

1. Have you been readmitted or reentered to the West Lafayette campus within the last 12 months?
2. Did you return or will you be returning to West Lafayette campus <u>after</u> having been away from Purdue for at least five years?
3. Would it be advantageous for you to have your prior course credits and academic indices zeroed out of your record at Purdue and not have them counted toward your current curriculum requirements? (We recommend that you consult with your academic advisor prior to answering this question.)
4. Have you completed or will you soon complete at least 12 credit hours at the West Lafayette campus?
5. If you have completed course work, are you able to continue in good standing?

If you answered yes to all of these questions you may qualify for Academic Renewal**.** For more information or to start the Academic Renewal process, please call the Office of Admissions at 765-494-1776.

NOTICE: Keep in mind that Academic Renewal will have no impact on your status with the Division of Financial Aid. If you have questions about financial aid eligibility Division of

Financial Aid counselors are available Monday through Friday, 8 a.m. to 5 p.m. by telephone (765-494-5050) or in person (Schleman Hall Room 305) or via email at facontact@purdue.edu.

http://www.admissions.purdue.edu/readmission/academicrenewal.php

Indiana University–Purdue University Indianapolis

Grades - Grade Forgiveness

IUPUI has created a policy to establish an effective way to encourage capable, mature undergraduate students to return to IUPUI when they have achieved poorly during an earlier attempt at higher education within Indiana University. This policy is not available for graduate students or students seeking any second undergraduate degree.

Forgiveness is not available to students in all schools. The individual schools have the authority to honor or not honor the policy and to set stipulations on any student who is granted forgiveness. A student granted forgiveness in one unit might have that forgiveness revoked upon transferring to another IUPUI School. The option only exists at certain Indiana University campuses and not at any Purdue University campus.

The general campus policy appears below. Contact the recorder of your school to determine whether or not this option is available and appropriate for you.

IUPUI Forgiveness Policy

The purpose of this policy is to establish an effective way to encourage capable, mature students to return to IUPUI when they have achieved poorly during an earlier attempt at higher education within Indiana University. The spirit of the policy is to provide a fresh start for Indiana University students in the same way accorded to students who transfer into IUPUI from other universities.

1. The IUPUI Forgiveness policy applies to former IU students pursuing a first undergraduate degree who have been away from the IU system and have not attended any other college or university, including any campus of IU, for a minimum of the last three years. Each school may set a longer minimum if it so chooses. This policy first becomes available to students returning to IUPUI in the Fall of 1996.
2. Schools retain the right to grant forgiveness to their degree-candidates. Consequently, students must confer with each school about its specific policy. If a student changes schools, the new school may choose not to honor forgiveness granted by the student's previous school and may choose to count all courses and grades for purposes of admission to the school, granting of honors, or of meeting the minimum grade point average (g.p.a.) required for conferral of the degree; the cumulative g.p.a. would thus once again include all courses previously forgiven.
3. Students must make application for invocation of the policy upon application for admission to a degree- granting unit. If the student has not yet been admitted to a degree-

Prepared by University Senate Office, 2015-2016

granting unit, the student should submit a notification of intent to petition for academic forgiveness as part of the academic advising process.

4. The school will evaluate the student's transcript. If the petition is approved, all courses taken previously will remain on the permanent record. Only courses with grades of A+, A, A-, B+, B, B-, C+, C, P, and S may be counted toward degree completion, though the value of these grades will not be calculated in the student's cumulative GPA. The school may establish guidelines which define a g.p.a threshold above which a student may not petition for forgiveness.

5. If the petition is approved, the student starts with a cumulative g.p.a. of 0.00 after which all the rules of academic probation and dismissal for the school will apply. After approval, the student must complete a minimum of 32 credit hours on the IUPUI campus after his/her return in order to meet the graduation residency requirement.

6. If the petition is approved, the dean of the school granting the petition has the authority to impose stipulations or conditions for continued enrollment of the student and may delegate to readmission committees or other administrative officers authority in these matters.

7. Forgiveness may be invoked only once. The policy is not available to a student pursuing a degree after a first baccalaureate degree, regardless of the level of the second degree or where the first degree was awarded.

8. Invocation of the forgiveness option does not preclude a student from using other available course-specific grade replacement options for work taken subsequent to re-enrollment.

9. Forgiveness is only available for courses taken at Indiana University. Schools retain the right to consider records of performance from other universities in determining admission to the school, granting of honors, or other matters.

IUPUI Faculty Council (11/23/93)
Student Affairs Committee (1/24/94)
Academic Affairs Committee (1/24/94)
Academic Policies and Procedures Committee (10/13/95); clarified language (1/22/97)
Chief Academic Officer (10/26/95)

http://registrar.iupui.edu/forgive.html

Rutgers University

Academic Forgiveness Policy
Students who have under a 2.00 cumulative grade-point average and who have not been enrolled at any Rutgers University undergraduate division for at least 10 successive semesters may be eligible for academic forgiveness from one entire semester of coursework or 12 total credits of coursework. Courses that are granted forgiveness will still have the original grade appear on the student's transcript; however, the grades for these courses will not factor into the student's cumulative grade-point average. An E-credit prefix will be placed on the transcript which notes

that academic forgiveness has been granted for the course. Students can obtain the necessary forms to apply for academic forgiveness at the Academic Services Office. All forms are to be submitted to the Academic Services Office.

http://catalogs.rutgers.edu/generated/cam-ug_current/pg370.html

University of Iowa

University-wide policy

If you were dismissed for unsatisfactory scholarship, Contact Your College's Dean's Office for approval to reinstate. College of Liberal Arts and Sciences students need to arrange a reinstatement interview with the Office of Academic Programs. Interviews are held between March 1 and July 1 for fall reinstatement and between October 1 and December 1 for spring reinstatement.

http://admissions.uiowa.edu/returning

College of Liberal Arts and Sciences

ReStart is the academic forgiveness policy of the undergraduate colleges of the University of Iowa.

CLAS ReStart

If you were previously enrolled in the College of Liberal Arts and Sciences (CLAS) and are returning, or have returned, to the University of Iowa after an extended absence (four consecutive years or more), you may use the CLAS ReStart option to request removal of one or more of your previously completed CLAS academic sessions (i.e. semesters or winter/summer enrollments) from future grade point averages and satisfaction of degree requirements.

If you have already graduated from the University of Iowa, you are **not** eligible to use the ReStart option whether for a second degree, teacher certification, or any other purpose. (See Returning to earn additional majors or Returning to CLAS for successive baccalaureate degrees.)

Students are strongly advised to contact staff in the Academic Programs and Student Development office, 120 Schaeffer Hall, to discuss the ReStart option before submitting a ReStart application. Please call 319-335-2633 to schedule an in-person or telephone appointment.

Eligibility

The following are required for any current or former CLAS student to be eligible for ReStart:

1. You must not have graduated from the UI.

2. You must not have enrolled at the University of Iowa for at least four consecutive years.
3. You must be free from any unresolved holds placed on your enrollment by the Registrar or other UI offices.
4. You cannot have previously used the ReStart option.

ReStart policies

1. The student must meet the above eligibility requirements.
2. CLAS approval of the student's application for the ReStart option is not guaranteed.
3. All courses taken and credit hours earned during the ReStart sessions will remain on the student's permanent record (official transcript), but will be marked to show that they have been removed from computations of grade point averages.
4. The option applies only to academic sessions a) **completed while enrolled** in the College of Liberal Arts and Sciences and b) **prior** to the minimum four-year absence from the university.
5. The ReStart option does not apply to individual courses, but only to entire sessions of enrollment.
6. No tuition will be refunded for ReStart sessions.
7. The ReStart option cannot be applied to courses taken at another institution.
8. Semester hours earned in a ReStart session will not be counted toward the 120 semester hours required for graduation.
9. If a CLAS General Education requirement was completed in a ReStart session, the College will consider, on a case-by-case basis, accepting that GE requirement as satisfied. The acceptance of previously completed GE requirements is not guaranteed.
10. Any course in a ReStart session that previously fulfilled a requirement for the student's major must be reviewed by the appropriate department for a decision as to whether or not the course may now be counted as fulfilling the requirement in question. The acceptance of previously completed requirements for the major is not guaranteed.
11. Any second-grade-only options (SGO) used during a ReStart session will not count toward the CLAS limit of 3 SGOs.
12. Courses taken during a ReStart session and repeated after the student returns to UI will not be counted as duplication or regression.
13. Students may use the ReStart option only once.
14. Once applied to the student's record, the ReStart option is not reversible.

Procedures for requesting ReStart

Current and former CLAS students are strongly advised to contact staff in the Academic Programs and Student Development office, 120 Schaeffer Hall, to discuss the ReStart option before submitting a ReStart application. Please call 319-335-2633 to schedule an in-person or telephone appointment.

If you are not currently enrolled at the University of Iowa, you must file an application for re-entry to the University of Iowa before submitting a ReStart application. You must meet the published deadlines for admission to the UI.

If you were dismissed from the College of Liberal Arts and Sciences for low scholarship, you must meet with an associate director in the Academic Programs and Student Development office, 120 Schaeffer Hall, to discuss reinstatement and the ReStart option. You must meet published reinstatement deadlines.

To apply for ReStart, you must submit the ReStart application form, along with a personal statement addressing the problems you encountered in the ReStart semesters and describing your proposed path to degree completion. Please complete the form online by typing the requested information, print it, sign it, and send it along with the personal statement to: CLAS Academic Programs and Student Development, 120 Schaeffer Hall, Iowa City, IA, 52242-1409.

The ReStart option is not guaranteed. It may be granted only after careful consideration and review of your academic record by the Associate Dean for Undergraduate Programs and Curriculum.

Other colleges within the University of Iowa, as well as other educational institutions outside the UI, may read student transcripts differently and recalculate grade point averages to include sessions that CLAS has removed under the ReStart option.

For more information about CLAS ReStart, please contact Academic Programs and Student Development, 120 Schaeffer Hall.

Cross-College Policy

The UI undergraduate colleges share the four Restart policies below; other policies may vary.

1. A student requesting ReStart must apply for ReStart through the UI college in which the student was previously enrolled during the requested semester(s). Combined degree candidates must apply for ReStart to the non-CLAS college.
2. The college of the student's previous enrollment will decide whether the semester(s) in question will qualify for ReStart.
3. All other decisions about coursework, requirements, and credit hours are left to the college from which the student plans to graduate.
4. Each college will abide by the ReStart decisions made by another college.

University Senate
TRANSMITTAL FORM

Senate Document #:	14-15-22
Title:	Revision of the University of Maryland Undergraduate Student Grievance Procedure
Presenter:	Madlen Simon, Chair, Senate Educational Affairs Committee
Date of SEC Review:	April 4, 2016
Date of Senate Review:	April 20, 2016
Voting (highlight one):	1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	In January 2015, a proposal was submitted to the Senate Executive Committee to revise the University of Maryland Undergraduate Student Grievance Procedure (V-1.00[A]). The procedures had not been revised since 1991 and do not reflect current expectations of faculty as indicated in the Undergraduate Catalog and the Faculty Handbook. The SEC voted to charge the Educational Affairs Committee with reviewing the proposal and considering revisions to align procedures with current practices.
Relevant Policy # & URL:	http://www.president.umd.edu/policies/2014-V-100a.html
Recommendation:	• The Educational Affairs Committee recommends the University of Maryland Undergraduate Student Grievance Procedure (V-1.00[A]) be amended as indicated in the policy document immediately following this report. • The Educational Affairs Committee recommends that appropriate revisions be made in the Undergraduate Catalog and the Faculty Handbook to align University guidance with the revisions to this policy. • The Educational Affairs Committee recommends that a listing of policies be created by the Office of Undergraduate Studies for distribution as an addendum to syllabi for all undergraduate courses. The addendum should include reference to policies relevant to undergraduates at the University. In particular, the committee recommends that the addendum include policies related to academic integrity, disability support services, the Policy on the Conduct of Undergraduate Courses and Student Grievance Procedure, the Sexual Misconduct Policy, and University policies related to excused absences.

Committee Work:	The Educational Affairs Committee began reviewing its charge in Spring 2015. It reviewed information in the Undergraduate Catalog and the Faculty Handbook, reviewed peer institutions, and consulted with: the proposer, the University Registrar, the Senate Student Affairs Committee, the Office of the Senior Vice President and Provost, the Office of Undergraduate Studies, and the Office of General Counsel. The committee learned that this is the only University policy that sets expectations for faculty in relation to teaching and students. The committee focused Spring 2015 on incorporating current practices into the policy. In Fall 2015, the committee revised the second half of the document describing the procedures for handling grievances, revising outdated language that referred to administrative structures that no longer exist and complex processes that did not seem appropriate. The committee worked with representatives from the Office of Undergraduate Studies and the Provost's Office to develop new procedural language to propose in its final revision. The committee also considered a recommendation to create a policy addendum to replace discussions of University policies on individual syllabi. The committee agrees with the purpose of an addendum to present critical policies in a uniform manner, in order to increase students' awareness of certain policies and how these policies impact their undergraduate careers. In November 2015, the committee voted to approve its proposed revisions to the policy and recommendations. In December 2015, the Senate voted to recommit the charge to the committee for further consideration of a few specific issues raised by Senators. In Spring 2016, the committee focused its review on: questions related to legal concepts and language choices; parameters for the use of Reading Day; and how best to frame the policy and procedures. After reviewing all issues raised by the Senate in December, the Educational Affairs Committee voted to approve its proposed revisions to the policy and its proposed recommendations on March 28, 2016.
Alternatives:	The Senate could reject the recommendations. However, the Senate would lose an opportunity to update the Undergraduate Student Grievance Procedure.
Risks:	There are no associated risks.
Financial Implications:	There are no financial implications.
Further Approvals Required:	Senate approval, Presidential approval.

Senate Educational Affairs Committee

Report on Senate Document # 14-15-22

Revision of the University of Maryland Undergraduate Student Grievance Procedure

March 2016

2015-2016 Educational Affairs Committee Members

Madlen Simon, Chair
Shabnam Ahmed, Ex-Officio SGA Rep
Ben Bederson, Ex-Officio Provost's Rep
Jeffrey Franke, Ex-Officio Graduate School Rep
Marcio Oliveira, Ex-Officio Division of IT Rep
Doug Roberts, Ex-Officio Associate Dean for General Education
Ann Smith, Ex-Officio Undergraduate Studies Rep
Ashlee Wilkins, Ex-Officio GSG Rep
John Buchner, Faculty
Nina Harris, Faculty
Xin He, Faculty
Jeffrey Henrikson, Faculty
Celina McDonald, Faculty
Gerald Miller, Faculty
Kellie Robertson, Faculty
Dylan Selterman, Faculty
Ji Seung Yang, Faculty
Leslie Brice, Exempt Staff
Cathy Fisanich, Non-Exempt Staff

BACKGROUND

In January 2015, a proposal was submitted to the Senate Executive Committee (SEC) to revise the University of Maryland Undergraduate Student Grievance Procedure (V-1.00[A]). The proposal noted that the procedures had not been revised since 1991 and do not reflect current expectations of faculty as indicated in the Undergraduate Catalog and the Faculty Handbook. The SEC voted to charge the Senate Educational Affairs Committee with reviewing the proposal and considering revisions to the procedures in order to align with current practices (Appendix 2).

COMMITTEE WORK

The Educational Affairs Committee received its charge on February 23, 2015. The committee reviewed current practices and information in the Undergraduate Catalog and the Faculty Handbook and considered peer institution information in its review. The Educational Affairs Committee consulted with the proposer, the University Registrar, the Senate Student Affairs Committee, the Office of the Senior Vice President and Provost, and representatives from the Office of Undergraduate Studies during its review.

The committee worked very closely with a representative from the Office of Undergraduate Studies who serves as the Undergraduate Student Ombudsperson. The committee learned that this policy has not been revised since 1991, despite great changes since then in pedagogy and teaching approaches at UMD, but it is the only University policy that sets expectations for faculty in relation to teaching and students. The Office of Faculty Affairs provides guidelines for syllabi in the Faculty Handbook, but those guidelines are not incorporated into policy language, and as such, are not binding. Likewise, information included in the Undergraduate Catalog is provided as guidance and does not have the same weight as University policy. The committee learned that today, University policies are easier to find for students than the Undergraduate Catalog or the Faculty Handbook, and students and faculty often search for University policy when issues arise. The Educational Affairs Committee agreed that adding information to University policy to clarify the expectations of faculty could be very helpful both to students and to faculty.

In spring 2015, the committee began revisions to the policy language to incorporate information from the Handbook and the Catalog into the policy. At the recommendation of the University Registrar, the committee also added text to provide reference to the new University policy on mid-term grades for undergraduate students.

As it incorporated language from the University's guidance on syllabi, the committee discussed the appropriate language related to examinations. Many provisions of current guidance discuss expectations for "examinations," but this language may not be flexible enough to cover all types of assessments. In many courses, papers or projects are more appropriate and are used in place of traditional mid-term or final exams. In addition, while current guidance states that final examinations must take place at the scheduled time, many courses require a final paper or project to be turned in instead.

The committee discussed alternative language for this issue. The University Registrar suggested that use of the term "examination" instead of "exam" is more inclusive of different types of assessments. Peer institutions provided a few examples of alternative language, including language that discusses both traditional exams and alternatives. For instance, policy language at the University of California Berkeley has language referring to "written final exams or alternative forms of final exams," while Penn State University has language indicating that "valid means other than the final examination exist for accomplishing these [evaluative] objectives (e.g., term paper, final project report, take-home examinations, etc.)."After discussion, in order to be more inclusive and capture all types of assessments, the Educational Affairs Committee voted to use "examinations and assessments" in all language entered into the policy.

In Fall 2015, the committee turned its attention to the procedural language in the document. The procedures for handling grievances included outdated language that referred to administrative structures that no longer exist. The procedures also created processes that required a great deal of work each year to create a pool of members for potential screening and hearing boards that did not seem appropriate, given that cases requiring the use of such boards arise relatively infrequently. The Educational Affairs Committee worked with representatives from the Office of Undergraduate Studies and the Provost's Office to develop new procedural language to propose in its final revisions, and consulted with the Office of General Counsel on the final proposed language.

In addition to updating language, the procedures were revised to remove one layer of review by the Dean for Undergraduate Studies. The revised procedures include two levels of review, one at the College or School level for grievances against a faculty member or program, and one at the Provost's Office level for grievances against Colleges or Schools. In all cases where a grievance is presented, steps for informal resolution are recommended before formal action is taken. If the grievance is not resolved through informal means, the formal resolution process for grievances begins with convening a screening board to review the case and determine whether a hearing is necessary. If so, a hearing board will be convened. The hearing board reports to the dean or Provost, depending on the level of review, who makes the final decision. In cases where the dean is not a disinterested party, the case will be reviewed at the level of the Office of the Provost, and the Provost may choose to delegate responsibility to the Dean for Undergraduate Studies when appropriate.

The Educational Affairs Committee proposed an addition to the policy to define Reading Day and set forth what activities can and cannot be conducted on that day. Reading Day is set aside by the University System of Maryland in the academic calendar, but is not defined there or in any University policies, so the committee considered it important to define it in this policy in order to clearly set forth expectations for use of that day. The committee's peer institution research revealed that Reading Day is used at institutions across the country as a day of reflection after courses end and as a chance for students to prepare for final exams.

The difficulty with defining Reading Day arises from the multiplicity of interpretations and lack of standardized definition of the purpose of the day. Many faculty presently use Reading Day for required course activities, such as all makeup assignments and examinations, course presentations, or class activities to share the outcomes of final projects for a course. While these are examples of faculty-initiated efforts to use the day for coursework, the committee also found situations where individual students might also benefit from the ability to use Reading Day to complete makeup coursework.

The Educational Affairs Committee discussed Reading Day at length, considering many options. After a great deal of discussion, the committee proposed defining Reading Day as the day set aside for students to study or reflect upon coursework. In accordance with that concept, the committee proposed restrictions prohibiting the use of the day for required course activities while still allowing flexibility to respect the needs and wishes of students. The committee agreed to propose language stating that faculty cannot use Reading Day to require coursework or other activities to be completed, but students may request to use the day to complete defined activities, such as makeup assignments or individual meetings with faculty.

The committee also spent a great deal of time discussing a proposed recommendation to institute a policy addendum to be included with all syllabi that would provide reference to important University policies. In the original proposal, it was explained that the Faculty Handbook Syllabus Guidelines indicate that syllabi should include reference to University policies relevant to undergraduates. Over time, syllabi have come to include lengthy discussions of University policy, and the language in syllabi about University policies tends to drift from intention of the actual policy; as a result, policies are presented in a non-standard manner depending on the interpretation of the faculty member. In addition, many syllabi do not

distinguish between University policy and course policy. The proposal suggested that a way to address these concerns would be for a standard document on relevant University policies to be created and distributed as an addendum to all syllabi.

In discussing the policy addendum, members noted that a uniform document would likely be helpful to students, since the information currently presented is not consistent and it can be difficult for students to understand what information is specific to the course and what is University policy. The committee discussed the type of policies that could be included in a policy addendum, noting that statements on disability issues and academic integrity are usually referenced in syllabi, while some syllabi also mention the Sexual Misconduct Policy and the Code of Student Conduct as well. The committee also reviewed the list of policies referenced in the Faculty Handbook Syllabus Guidelines website. Regardless of which policies are included, the purpose of an addendum would be to present critical policies in a uniform manner, in order to increase awareness among students of what certain policies say and how they impact their undergraduate careers. In discussing potential options for implementation, the committee suggested that a link to an online compilation of policies could achieve the objective of shortening syllabi while at the same time providing a mechanism for ensuring access to the most up-to-date versions of all policies. After discussion, the committee agreed to recommend the creation of the policy addendum, and suggested a few key policies that should be included.

After due consideration of its charge, the Educational Affairs Committee voted to approve its proposed revisions to the policy and its proposed recommendations on November 5, 2015. It presented its proposed revisions to the Senate in December 2015. After a robust discussion, the Senate voted to recommit the charge to the Educational Affairs Committee for further consideration of a few key issues discussed on the Senate floor.

In January 2016, the committee began review of issues raised on the Senate floor. As it reconsidered its proposed revisions, the Educational Affairs Committee attempted to see the policy from a new perspective. The committee recognized that the objectives of the policy are twofold: it sets expectations for the conduct of courses and coursework, and establishes a process for students to resolve grievances when faculty and academic units do not adhere to those expectations. The committee recognized that the policy was not clearly structured to accomplish both goals, and began exploring ways to address this issue. After consultation with the Office of General Counsel, the committee agreed the best way forward would be to clearly delineate within the same document a policy on how undergraduate courses are to be conducted and a procedure for presenting and resolving grievances. The Educational Affairs Committee agreed to propose a new structure as well as a new name, to provide the appropriate framework for the proposed revisions. The committee proposed to rename the policy University of Maryland Policy on the Conduct of Undergraduate Courses and Student Grievance Procedure. The committee restructured the policy into the following three sections: Purpose, Policy, and Grievance Procedure. The committee clarified the purpose of the policy as follows: "*This policy sets forth basic expectations for faculty and academic units (academic departments, programs, Colleges, or Schools) in providing courses and academic programs that contribute to undergraduate education. The procedure for an undergraduate student to seek redress for acts or omissions of individual faculty members as well as academic departments, programs, Colleges, or Schools is provided*."

Many questions were raised by the Senate related to legal concepts and language proposed to the committee by the Office of General Counsel, so the Educational Affairs Committee reached out to the OGC for guidance. The committee discussed each issue and language choice that was raised at the Senate meeting, and the committee reaffirmed its decision to present the original language in each case. A full explanation of the issues discussed is included in the Frequently Asked Questions section immediately following the report. In addition, consultation with the Office of General Counsel led to additional changes to the procedures to clarify the timelines for presenting a grievance and other technical revisions.

The committee also reconsidered its proposed definition of Reading Day. Rather than propose a standalone definition for Reading Day, the committee determined that it would be more appropriate to consider the parameters for use of Reading Day within the broader context of the policy section dealing with academic calendars and campus schedules. In establishing those parameters, the committee considered comments from Senators and consulted with the Student Affairs Committee.

Comments were made on the Senate floor from Senators in the College of Engineering and other units that use Reading Day for senior capstone presentations; Senators asked for flexibility to allow these presentations to continue. The Educational Affairs Committee agreed that capstone presentations are worthwhile activities that should continue to be held, but the committee is of the opinion that it would be inappropriate for these presentations to be held on Reading Day. The Educational Affairs Committee reaffirmed its commitment to preserving Reading Day for reflection and preparation by students before final exams, and noted that the presentation of senior projects would be in conflict with that goal. The committee learned that many programs on campus, such as the Gemstone Program and the Geology Program, have similar presentations for senior students, but schedule them at a different point in the semester. The Educational Affairs Committee would prefer to see these activities rescheduled to a time other than Reading Day.

The committee also discussed Reading Day in relation to review sessions. During the Senate discussion, Senators raised concerns that the committee's proposed definition did not allow for review sessions to be held on Reading Day. The committee raised serious concerns with allowing review sessions on Reading Day, noting that students would be at a disadvantage if multiple review sessions were scheduled at the same time and a student had to choose which session to attend. However, in consultation with the Student Affairs Committee, the Educational Affairs Committee learned that students are in favor of allowing review sessions to be held on Reading Day (Appendix 1). After much discussion, the Educational Affairs Committee agreed to remove review sessions from its proposed restrictions on the use of Reading Day.

After reviewing all issues raised by the Senate in December, the Educational Affairs Committee voted to approve its proposed revisions to the policy and its proposed recommendations on March 28, 2016.

RECOMMENDATIONS

The Educational Affairs Committee recommends the University of Maryland Undergraduate Student Grievance Procedure (V-1.00[A]) be amended as indicated in the policy document immediately following this report.

The Educational Affairs Committee recommends that appropriate revisions be made in the Undergraduate Catalog and the Faculty Handbook to align University guidance with the revisions to this policy.

The Educational Affairs Committee recommends that a listing of policies be created by the Office of Undergraduate Studies for distribution as an addendum to syllabi for all undergraduate courses. The addendum should include reference to policies relevant to undergraduates at the University. In particular, the committee recommends that the addendum include policies related to academic integrity, disability support services, the Policy on the Conduct of Undergraduate Courses and Student Grievance Procedure, the Sexual Misconduct Policy, and University policies related to excused absences.

FREQUENTLY ASKED QUESTIONS

Q: Why has the structure and name of the policy changed?
A: The policy always attempted to address two objectives: to set expectations for the conduct of courses and coursework, and to establish a process for students to resolve grievances when faculty and academic units do not adhere to those expectations. Ed Affairs recognized that the policy was not clearly structured

to accomplish both goals, and used this opportunity to update and clarify the policy to make these two core aspects clearer.

Q: Why the changes to the "distributed" language?
A: The language previously proposed by Ed Affairs stated: "a complete course syllabus for the current term **distributed** at the beginning of each undergraduate course." Ed Affairs is now proposing: "a complete course syllabus for the current term **made available to students** no later than the first day of class at the beginning of each undergraduate course." The committee does not want to restrict how the syllabi are to be distributed to students, and agreed on new language to clarify that any mode preferred by the faculty member is acceptable.

Q: Why is there new language on changes to the syllabus after the start of the semester?
A: It came to the committee's attention that the policy does not include any information about changes to the syllabus after the first day of class, but Ed Affairs feels it is very important for students to be aware of any changes, both for student progress in the course and for the ability of students to file a grievance. The committee proposes new language stating that "Any changes to the syllabus made after the first day of class must be announced and must be clearly represented with the date of the revision." Ed Affairs feels this will ensure that students understand what the syllabus was at the time the courses started and the procedures the faculty member will follow to make any necessary changes throughout the course.

Q: Why is Ed Affairs removing the statement that "There shall be a reasonable approach to the subject that attempts to make the student aware of the existence of different points of view?"
A: Ed Affairs and the Office of General Counsel feel that this statement should be removed from the policy, as it limits the academic freedom of faculty. For example, including this language in the final policy document could provide an opportunity for a student to present a grievance based on creationism not being taught in a science course. Removing this language does not prevent students from bringing different perspectives to the course discussion, but it allows faculty the academic freedom to determine how to structure the course.

Q: Why has Ed Affairs used the phrasing "Faculty shall endeavor to maintain student privacy" instead of "Reasonable confidentiality… shall be maintained?"
A: Ed Affairs changed this language in its original proposal, and uses the same language in this version, after consultation with the Office of General Counsel. The term "confidentiality" has legal implications and is focused on information or data that is disclosed in a legally-recognized relationship of trust, such as a doctor/patient relationship, fiduciary relationship, or attorney/client relationship. There is no legal recognition of the relationship between faculty and students even though we clearly understand that there is a relationship. The term "privacy" is thus more appropriate. Furthermore, "privacy" is related to personal information, and the right that individuals have to control the extent, timing, circumstances of sharing personal information. These are the types of things that this policy is saying should be protected (ex: information on a student's gender identity or relationships). This stipulation is also important because there are certain things that the University is required by federal and state law to report that would fall under this type of information, including information about sexual misconduct and child abuse and neglect. The language here needs to indicate that the sharing of this information is permissible because of legal obligations the University has.

Q: Why hasn't Ed Affairs proposed specific language related to the intellectual property of students in the proposed revisions?
A: The Ed Affairs Committee is proposing language that specifically states that "Students retain their intellectual property rights as set forth in the University of Maryland Policy on Intellectual Property." That policy governs intellectual property rights for students, and it is inappropriate to attempt to broaden, define, or explain such rights outside of that policy. It is only appropriate for this policy to provide a

reference for students and faculty to the intellectual property policy. Any concerns related to intellectual property should be addressed within that separate policy.

Q: Why does the policy restrict how faculty can help students on Reading Day?
A: After significant consultation with students and faculty, the Ed Affairs Committee recognized that Reading Day was often being used in a way that got in the way of students being able to prepare for their final exams. At the same time, students made it clear that they valued some flexibility so as to allow review sessions. The proposed language attempts to strike a balance, restricting the use of Reading Day to avoid exams, class meetings, or other required activities while allowing for student-initiated activities that promote student reflection.

Q: Why are new requirements about course syllabi added?
A: The updates to the course syllabi are consistent with the guidelines suggested by Faculty Affairs at http://faculty.umd.edu/teach/syllabus.html, and national standards which are commonly looked at by accrediting bodies. The aspects of a syllabus expected by the proposed revisions set a minimum standard of expectations for all syllabi for undergraduate courses at the University.

APPENDICES

Appendix 1 – Student Affairs Committee Memo on Reading Day Recommendations

Appendix 2 - Senate Executive Committee Charge on Revision of the University of Maryland Undergraduate Student Grievance Procedure

V-1.00(A)   UNIVERSITY OF MARYLAND **POLICY ON THE CONDUCT OF** UNDERGRADUATE **COURSES AND** STUDENT GRIEVANCE PROCEDURE

(APPROVED BY THE PRESIDENT 1 AUGUST 1991**)**

I. PURPOSE
~~A.   Purpose~~

This ~~procedure provides a means for an undergraduate student to seek redress for acts or omissions of individual faculty members as well as~~ **policy sets forth basic expectations for faculty and academic units (**academic departments, programs, ~~c~~**C**olleges, or **Schools** ~~divisions~~**) in providing courses and academic programs that contribute to undergraduate education. The procedure for an undergraduate student to seek redress for acts or omissions of individual faculty members as well as academic departments, programs, Colleges, or Schools** ~~without fear of reprisal or discrimination~~ **is provided**.

II. POLICY

~~B.   Scope of Grievances: Expectations of Faculty and Academic Units~~

A. ~~The scope of the matters which that may constitute a grievance under this procedure is limited to believed violations of the e~~**E**xpectations of faculty and academic units **in the conduct of academic courses are** ~~as~~ set forth below.

1. Faculty

   ~~The following are considered to be reasonable expectations of faculty:~~ **The University has the following reasonable expectations of faculty teaching undergraduate courses:**

   a. There shall be a ~~written description~~ **complete course syllabus for the current term made available to students no later than the first day of class** at the beginning of each undergraduate course**. Any changes to the syllabus made after the first day of class must be announced and must be clearly represented with the date of the revision. The course syllabus will** specify~~ing~~ in general terms**:**
      - **a course description including course objectives;**
      - the content and nature of assignments~~,~~**;**
      - **the schedule of major graded assessments (e.g., examinations and due dates for projects and papers);**
      - **the** examination **and/or assessment** procedures**;**~~, and~~
      - **the mode of communication for excused absences;**
      - the basis for determining final grades**, including if the plus/minus grading system will be used and the relationship between in-class participation and the final course grade; and**
      - **reference to the list of course-related policies maintained by the Office of Undergraduate Studies.**

      In cases where all or some of this information cannot be provided at the beginning of the course, a**n** ~~clear~~ explanation of the delay and the basis of course development shall be provided.

b.   ~~There shall be reasonable notice of major papers and examinations in the course.~~

~~c~~**b**. There shall be a reasonable number of **graded** ~~recitations, performances, quizzes, tests, graded assignments~~ **assessments or progress reports** ~~and/or student/instructor conferences~~ to permit evaluation of student ~~progress~~ **performance** throughout the course. **These assessments shall be returned to the students in a timely manner. Faculty shall issue mid-term grades for undergraduate students when required, in accordance with III-6.00(B), University of Maryland Policy and Procedures Concerning Mid-Term Grades for Undergraduate Students.**

c.   **There shall be a final examination and/or assessment in every undergraduate course, unless written permission is granted by the unit head. Each faculty member shall retain, for one full semester (either fall or spring) after a course is ended, the students' final assessments in the appropriate medium. If a faculty member goes on leave for a semester or longer, or leaves the university, the faculty member shall leave the final assessments and grade records for the course with the department chair, the program director, or the dean of the College or School, as appropriate.**

d.   **There shall be academic accommodations for students in accordance with University policies, including policies on disability and accessibility, excused absences, and sexual misconduct.**

~~d~~**e**. ~~Unless prohibited by statute or contract, t~~**T**here shall be a reasonable opportunity **for students** to review papers and examinations**, including the final examination or assessment,** after evaluation by the instructor, while materials are reasonably current.

e.   ~~There shall be a reasonable approach to the subject that attempts to make the student aware of the existence of different points of view.~~

f.   There shall be reasonable access to the instructor during announced regular office hours or by appointment.

g.   There shall be regular attendance by assigned faculty unless such attendance is prevented by circumstances beyond the control of the faculty member.

h.   There shall be reasonable adherence to **the course syllabus.**

i.   **There shall be reasonable adherence to the** published **academic calendar,** campus schedules**,** and location of classes and examinations.

> **1)** Classes not specified in the schedules are to be arranged at a mutually agreeable time on campus, unless an off-campus location is clearly justified.
>
> **2) Changes to final examination schedules and locations must be approved by the chair of the department or the dean of the College, or the appropriate designee. However, final examinations or assessments may not be rescheduled to the final week of classes or to Reading Day.**
>
> **3) No class meetings or required activities may be held on Reading Day. However, individual meetings and makeup exams may be scheduled at the explicit request of the student.**

i.**j. Faculty shall endeavor to maintain student privacy with respect to information shared in the course of the student-faculty relationship, subject to legal obligations to report certain information to state authorities and University officials, including child abuse and neglect and sexual misconduct.** ~~Reasonable confidentiality of information gained through student-faculty contact shall be maintained~~.

j.**k. There shall be public acknowledgement of significant student assistance in the preparation of materials, articles, books, devices and the like. **Students retain their intellectual property rights as set forth in the University of Maryland Policy on Intellectual Property.**

k.**l. Assigned course materials should be readily available. Faculty must ensure that eligible students receive reasonable accommodations relative to their coursework in accordance with federal and state disability laws, subject to the University's disability and accessibility policies and procedures**. ~~There shall be assignment of materials to which all students can reasonably expect to have access.~~

m.**m. The instructor of record is responsible for the overall management of the course, including management of aspects of the course and coursework delegated to teaching assistants and laboratory assistants.**

2. Academic Units

   The academic units (programs, departments, ~~c~~Colleges, ~~s~~Schools~~, divisions~~) in cooperation with the Office of the Dean for Undergraduate Studies and the Office of Admissions and the Registrar's Office shall, whenever possible, provide the following:

   a. Accurate information on academic requirements through designated advisors and referral to other ~~parties~~ **administrative staff and/or faculty** for additional guidance.

   b. Specific policies and procedures for the award of academic honors and awards, and impartial application thereof.

   c. ~~There shall be e~~ **E**quitable course registration in accordance with University policy and guidelines.

B. If a student believes that the expectations for faculty or academic units have not been met, the student can file a grievance, following the procedure outlined below.

III. GRIEVANCE PROCEDURE

A. Scope

Matters that may be grieved under this procedure are limited to alleged violations of the expectations set forth above.

B. Limitations
~~C. Alternative Grievance Procedures~~

No other University grievance procedure may be used simultaneously or consecutively with ~~the Undergraduate Student Grievance P~~**this p**rocedure with respect to the same or substantially same issue or complaint, or with issues or complaints arising out of or pertaining to the same set of facts.

~~The~~ **Neither the University of Maryland Non-Discrimination Policy and** ~~p~~**P**rocedures **(VI-1.00[B])**~~of the Code on Equity, Diversity, and Inclusion~~ **nor** ~~and/or~~ any **other** University grievance procedure may ~~not~~ be utilized to challenge the ~~procedures,~~ actions, determinations**,** or recommendations of any person(s) or board(s) acting pursuant to the**se** Undergraduate Student Grievance Procedure**s**.

~~D. Limitations~~

Notwithstanding any provision of this **Policy** ~~Undergraduate Student Grievance Procedure~~ to the contrary, the following matters do not constitute the basis for a grievance under this ~~policy~~ **procedure**:

1. Policies, regulations, decisions, resolutions, directives and other acts of the Board of Regents of the University **System** of Maryland ~~System~~, The Office of the Chancellor of the University **System** of Maryland ~~System~~, and the Office of the President of the University of Maryland ~~College Park~~;

2. Any statute, regulation, directive, or order of any department or agency of the United States or the State of Maryland;

3. Any matter outside the control of the University **System** of Maryland ~~System~~;

4. Course offerings;

5. The staffing and structure of any academic department or unit;

6. The fiscal management and allocation of resources by the University **System** of Maryland ~~System~~ and the University of Maryland ~~at College Park~~;

7. Any issue~~(s)~~ or act~~(s)~~ which ~~does~~ ~~(~~do~~)~~ not affect the complaining party directly;

8. Matters of academic judgment relating to an evaluation of a student's academic performance and/or academic qualifications; except that the following matters of a procedural nature may be reviewed under these procedures if filed as a formal grievance within thirty **(30) business** days of the first meeting of the course to which they pertain:

    a. Whether reasonable notice has been given as to the relative value of all work considered in determining the final grade and/or assessment of performance in the course. The remedy for a successful grievance based upon this subsection shall be the giving of notice by the instructor.

    b. Whether a reasonably sufficient number of examinations, papers, laboratories and/or other academic exercises have been scheduled to present the student with a reasonable opportunity to demonstrate academic merit. The remedy for a successful grievance under this subsection shall be the scheduling of such additional academic exercises as the instructor, in consultation with the department chair or dean~~,~~ and

upon consideration of the written opinion of the **College or School** ~~divisional~~ hearing board**,** shall deem appropriate.

9. "Class**-action**" grievances are not ~~cognizable~~ **permitted** under these procedures. **Grievances must be presented by individual students. If multiple students file individual grievances on the same matter, a**~~A~~ screening or hearing board may, in its discretion**,** consolidate grievances presenting similar facts and issues, and recommend generally applicable relief as it deems warranted;

10. **Under these procedures,** ~~T~~there may be no challenge to the award of a specific grade ~~under these procedures~~.

~~E.~~ ~~Finality~~

~~Any student who elects to use the Undergraduate Student Grievance Procedure agrees to abide by the final disposition arrived thereunder, and shall not subject this disposition to review under any other procedure within the University of Maryland System. For the purpose of this limitation, a student shall be deemed to have elected to utilize the Undergraduate Student Grievance Procedures at the time a written grievance is filed.~~

~~F~~**C**. Procedure for Grievance Involving Faculty Member or Academic ~~Unit~~ **Program or Department**

Procedures for resolutions of grievances should follow the steps outlined below for Informal Resolution and Formal Resolution. It is in the best interest of the student to begin Informal Resolution as soon as possible. In order to be considered timely under the procedures for Formal Resolution, a grievance must be submitted within twenty (20) business days after the first day of instruction of the next regular semester.

1. Informal Resolution

   The initial effort in all cases shall be to~~ward~~ achiev**e**~~ing a~~ resolution of the grievance through ~~the following~~ informal means**.**~~:~~

   a. Grievance Against an Individual Faculty Member

      The student should first contact the faculty member, present the grievance in its entirety, and attempt a complete resolution.

      If all or part of the grievance remains unresolved, **and if the student chooses to continue the grievance process,** the student may present the grievance to the immediate administrative supervisor of the faculty member**, or the faculty member's department chair or program director**.

      If the instructor is not reasonably available to discuss the matter, a~~A~~ student may present a grievance directly to the instructor's supervisor**, department chair, or program director** ~~if the instructor is not reasonably available to discuss the matter~~.

      The supervisor**, department chair, or program director** shall attempt to mediate the dispute, and if a mutually acceptable resolution is reached, the case shall be closed.

If all or part of the grievance remains unresolved, and if the student chooses to continue the grievance process, the student may initiate a formal grievance resolution procedure.

b. Grievance Against an Academic **Program or** Department

The student should contact the department ~~head~~**chair**, **program** director, or **equivalent,** ~~dean~~ and present the grievance in its entirety.

The department ~~head~~**chair**~~,~~ **or program** director~~, or dean~~ shall attempt a complete resolution of the dispute.

If all or part of the grievance remains unresolved, and if the student chooses to continue the grievance process, the student may initiate a formal grievance resolution procedure.

2. Formal Resolution

~~Divisional Screening Board~~

A student who has attempted informal resolution **of a grievance**, and remains dissatisfied may ~~obtain~~ **seek** ~~a~~ formal resolution ~~of a grievance~~ pursuant to the following procedure:

a. The student shall file a written grievance with the **dean of the College or School** ~~Screening Board for Academic Grievances of the Division (hereinafter referred to as the divisional screening board)~~.

b. The writing shall contain:

-   the act, omission, or matter ~~which~~ **that** is the subject of the complaint;
-   all facts the student believes are relevant to the grievance;
-   the resolution sought; **and**
-   all arguments in support of the desired solution.

c. A grievance must be filed in a timely manner or it will not be considered. In order to be timely, a grievance must be received by the **dean** ~~appropriate divisional screening board~~ within ~~thirty~~ **twenty (20) business** days ~~of~~ **after the first day of instruction of the next regular semester after** the act, omission**,** or matter which constitutes the basis of the grievance **occurs**~~, or within thirty days of the date the student is first placed upon reasonable notice thereof, whichever occurs first~~. It is the responsibility of the student to ~~i~~**e**nsure timely filing.

d. **The dean shall convene a screening board as set forth in section E.2 of this policy.**

~~d~~**e**. The **dean** ~~divisional screening board~~ shall ~~immediately~~ notify an instructor or academic unit head of ~~the~~ a timely grievance. A copy of the grievance and all relevant material shall be provided.

~~e~~**f**. The instructor or **program director or department chair** ~~academic unit head~~ shall make a complete written response to the ~~divisional~~ screening board within ten **(10) business** days of receipt of a grievance. In cases where a grievance is received within ten **(10) business** days of the final day of classes, a response is due within ten **(10) business** days of the beginning of the next semester in which the faculty member is working on campus. This extension is not available to persons whose appointments terminate on or before the last day of the semester in which the grievance is filed.

~~f~~**g**. A copy of the faculty member's **or program director's or department chair's** response shall be sent by the ~~divisional~~ screening board to the student filing the grievance.

~~g~~**h**. The ~~divisional~~ screening board may request further written information from either party.

~~h~~**i**. The ~~divisional~~ screening board shall review the case to determine if a formal hearing is warranted.

All or part of a grievance shall be dismissed if the ~~divisional~~ screening board concludes the grievance is:

- untimely**;**~~,~~
- based upon a non-grievable matter**;**~~,~~
- being concurrently reviewed in another forum**;**~~,~~
- previously decided pursuant to this or any other review procedure**;**~~,~~ **or**
- frivolous or filed in bad faith.

All or part of a grievance may be dismissed if the ~~divisional~~ screening board concludes in its discretion that the grievance is:

- insufficiently supported**;**~~,~~
- premature**;**~~,~~ **or**
- otherwise inappropriate or unnecessary to present to the ~~divisional~~ hearing board.

The ~~divisional~~ screening board shall meet to review grievances in private. A decision to dismiss a grievance requires a majority vote of at least three **(3)** members **of the screening board**.

If a grievance is dismissed in whole or in part, the student filing the grievance shall be so informed, and shall be given a concise written statement of the basis for the dismissal.

A decision to dismiss a grievance is final and is not subject to appeal.

~~i~~**j**. If the ~~divisional~~ screening board determines a grievance to be appropriate for a hearing, the dean shall be informed. The dean shall convene a ~~divisional~~ hearing board within fifteen **(15) business** days thereafter. The time may be extended for good cause at the discretion of the dean.

~~Divisional Hearing Board~~

The following rules apply to the conduct of a hearing by the ~~divisional~~ **College or School** hearing board:

a. Reasonable notice of the time and place of the hearing shall be provided to both parties. Notice shall include a brief statement of the allegations and the remedy sought by the student. Hearings shall be held on campus.

b. A record of the hearing, including all exhibits**,** shall be kept by the chairperson of the screening board. All documents and materials filed with the ~~divisional~~ screening board shall be forwarded to the ~~divisional~~ hearing board, and shall become a part of the record.

c. Hearings are closed to the public unless a public hearing is specifically requested by both parties.

d. Presentation of Evidence

    Each party shall have the opportunity to make an opening statement, present written evidence, present witnesses, cross-examine witnesses, offer personal testimony, and such other material as is relevant.

    Incompetent, irrelevant, immaterial and unduly repetitious evidence may be excluded by the chairperson of the hearing board.

    It is the responsibility of each party to have their witnesses available and to be completely prepared at the time of the hearing. The student shall present the case first, and the faculty member shall respond.

    Upon completion of the presentation of all evidence, both parties shall be given the opportunity to present oral arguments and make closing statements within the time limits set by the chairperson of the hearing board.

    Upon the request of either party, all persons to be called as witnesses shall be sequestered **during the hearing so that they may not communicate with each other**.

    Each party may be assisted in the presentation of the case by a student or **a** faculty member of ~~his/her~~ **their** choice.

    It is the responsibility of the chairperson of the hearing board to manage the hearing, and to decide all questions relating to the presentation of evidence and appropriate procedure, and the chairperson is the final authority in such matters except as established herein. The chairperson may seek the advice of UM**D**~~CP~~ counsel.

    The hearing board shall have the right to examine any person or party testifying before it, and on its own motion, may request the presence of any person for the purpose of testifying and the production of evidence.

e. The above enumerated procedures and powers of the ~~divisional~~ hearing board are non-exclusive. The chairperson may take any such action as is reasonably necessary

to facilitate the orderly and fair conduct of the hearing which is not inconsistent with the procedures set forth herein.

f.   Upon completion of the hearing, the hearing board shall meet privately to consider the validity of the grievance. The burden of proof rests with the student to show by a preponderance of the evidence that a substantial departure from the expectations set forth in section "B" **II.A.** above has occurred, and that **this departure from expectations** has operated to the actual prejudice and injury of the student.

A decision upholding a grievance shall require the majority vote of at least three **(3)** members of the divisional hearing board.

A decision of the hearing board shall address only the validity of the grievance. The decision shall be forwarded to the dean in written opinion. In the event the decision is in whole or in part favorable to the student, the hearing board may submit an informal recommendation concerning relief believed to be warranted based upon the facts presented at the hearing.

g.   The dean shall immediately, upon receipt of the written opinion, forward copies to the student and the faculty member or **program director or department chair against whom the grievance was filed** head of academic unit. Each party has ten **(10) business** days from the date of receipt to file a written appeal with the dean.

h.   Appeals

The appeal shall be in writing and set forth in complete detail the grounds for the appeal.

A copy of the appeal shall be sent **by the dean** to the opposing party, who shall have ten **(10) business** days following receipt to respond in writing to the dean.

The sole grounds for appeal shall be:

-   a substantial prejudicial procedural error committed in the conduct of the hearing in violation of the procedures established herein. Discretionary decisions of the chairperson shall not constitute the basis of an appeal**; and/or**.
-   the existence of new and relevant evidence of a significant nature which was not reasonably available at the time of hearing.

i.   In the absence of a timely appeal, or following receipt and consideration of all timely appeals, the dean may:

-   dismiss the grievance**;**
-   grant such redress as **the dean** is believesd appropriate**;**
-   reconvene the divisional hearing board to rehear the grievance in part or whole and/or to hear new evidence **and submit a final written opinion to the dean;** **or**
-   convene a new divisional hearing board to rehear the case in its entirety **and submit a final written opinion to the dean**.

j. The dean shall inform all parties of the **final** decision in writing and the grievance shall thereafter be concluded. The decision of the dean shall be final and binding, and not subject to review or appeal.

~~In non-departmental colleges, the Dean for Undergraduate Studies shall assume the duties of the dean for purposes of this procedure.~~

~~G~~**D. Procedure for** Grievance ~~Procedures Against the Dean for Undergraduate Studies~~ **Involving Dean or College or School**

Procedures for resolutions of grievances should follow the steps outlined below for Informal Resolution and Formal Resolution. It is in the best interest of the student to begin Informal Resolution as soon as possible. In order to be considered timely under the procedures for Formal Resolution, a grievance must be submitted within twenty (20) business days after the first day of instruction of the next regular semester.

1. Informal Resolution

   The initial effort in all cases shall be to achieve resolution of the grievance through informal means.

   a. The student should first contact the ~~administrative~~ dean, present the grievance in its entirety, and attempt a complete resolution.

   b. If **all or part** ~~any portion~~ of the grievance remains unresolved, **and if the student chooses to continue the grievance process,** the student may present **the grievance** ~~such part~~ to the **Senior Vice President and Provost** ~~Vice President for Academic Affairs~~. A grievance may be initially presented to the ~~Vice President for Academic Affairs~~ **Provost** if the dean is not reasonably available to discuss the matter.

   c. The ~~Vice President~~ **Provost** shall attempt to mediate the dispute. Should a mutually acceptable resolution be reached, the case shall be closed.

   d. **If all or part of the grievance remains unresolved, and if the student chooses to continue the grievance process, the student may initiate a formal grievance resolution procedure.**

2. Formal Resolution

   ~~Should a~~ **A** student **who has attempted informal resolution and** remain**s** dissatisfied ~~with the disposition of the grievance following attempts at informal resolution,~~ **may seek** a formal resolution **of a grievance** ~~may~~ ~~be obtained~~ pursuant to the following procedure:

   a. The student shall file with the **Provost** ~~President~~ a timely written grievance.

   b. The writing shall contain:

   - the act, omission or matter ~~which~~ **that** is the subject of the complaint**;**~~,~~
   - all facts the student believes to be relevant to the grievance**;**~~,~~
   - the resolution sought**;**~~,~~ **and**
   - all arguments upon which the student relies in seeking such resolution.

c. No grievance will be considered unless it is timely.

In order to be timely, a grievance must be received by the **Provost** ~~President~~ within ~~thirty~~ **twenty (20) business** days ~~of~~ **after the first day of instruction of the next regular semester after** the act, omission**,** or matter which is the basis for the grievance **occurs**~~, or within thirty days of the date the student is first placed upon reasonable notice thereof, whichever is later~~.

It is the responsibility of the student to ensure timely filing of the grievance.

d. Upon receipt of a timely grievance, the **Provost** ~~President~~ shall ~~forward the grievance to a divisional screening board of a division other than the one from which the grievance has arisen~~ **convene a screening board as set forth in section E.2 of this policy**.

The ~~divisional screening board~~ **Provost** shall ~~immediately~~ notify the ~~administrative~~ dean against whom the grievance has been filed and provide a copy of the grievance and all relevant materials.

e. The ~~administrative~~ dean against whom the grievance has been filed shall respond in writing to the ~~divisional~~ screening board within ten **(10) business** days. In the event the grievance is received by the ~~administrative~~ dean after the last day of classes of a semester, the time for written response shall be ten **(10) business** days after the first day of classes of the semester immediately following.

A copy of the response from the ~~administrative~~ dean shall be sent to the student.

f. In its discretion, the ~~divisional~~ screening board may request further written submissions from the student and/or the ~~administrative~~ dean.

g. The ~~divisional~~ screening board shall review and act upon a grievance against a~~n~~ ~~administrative~~ dean in the same manner and according to the same requirements as for the review of grievances against faculty members, academic **programs, and** departments~~, programs and colleges~~ set forth in this procedure.

h. If the ~~divisional~~ hearing board determines that a grievance is appropriate for a hearing, the **Provost** ~~President~~ shall be so informed.

The **Provost** ~~President~~ shall convene a campus hearing board within fifteen **(15) business** days to hear the grievance. This time may be extended for good cause at the discretion of the **Provost** ~~President~~.

i. The campus hearing board shall conduct a hearing in accordance with the rules established in this procedure for the conduct of hearings by **College and School** ~~divisional~~ hearing boards.

Upon completion of a hearing, the campus hearing board shall meet privately to consider the grievance in the same manner and according to the same rules as set forth for the consideration of grievances by ~~divisional~~ **College and School** hearing boards, except that the decision shall be forwarded to the **Provost** ~~President~~.

In the event the campus hearing board decides in whole or ~~o~~in part in favor of the student, it may submit an informal recommendation to the **Provost** ~~President~~ with respect to such relief as it may believe is warranted by the facts as proven in the hearing.

j. The **Provost** ~~President~~ shall ~~immediately~~, upon receipt of the written opinion, forward copies to the student and the ~~administrative~~ dean. Each party shall have ten **(10) business** days from the date of receipt to file an appeal with the **Provost** ~~President~~.

k. Appeal

Each party has ten **(10) business** days from receipt of the written decision to file an appeal with the **Provost** ~~President~~.

The grounds for an appeal shall be the same as those set forth in this procedure for appealing a decision of a ~~divisional~~ **College and School** hearing board.

The appeal shall be in writing, and set forth in complete detail the grounds relied upon. A copy of the appeal shall be sent to the opposite party, who shall have ten **(10) business** days following receipt to file a written response with the **Provost** ~~President~~.

l. In the absence of a timely appeal, or following receipt and consideration of all timely appeals and responses, the **Provost** ~~President~~ may:

-   dismiss the grievance**;**~~,~~
-   grant such redress as **the Provost** ~~is~~ believe~~s~~d appropriate~~.~~**;**
-   reconvene the campus hearing board to rehear the grievance in whole or in part and/or review new evidence **and submit a final written opinion to the Provost; or**
-   convene a new campus hearing board to rehear the case in its entirety **and submit a final written opinion to the Provost**.

m. The **Provost** ~~President~~ shall inform all parties of the **final** decision in writing, and the grievance shall be thereafter concluded. The decision of the **Provost** ~~President~~ is final and binding, and is not subject to appeal or review.

~~H~~**E**. Composition of Screening and Hearing Boards

The following procedures are directives only, and for the benefit and guidance of deans and the **Provost** ~~President~~ in the selection and establishment of ~~divisional~~ **College and School screening and hearing boards** and campus **screening and** hearing boards. **Deans and/or the Provost should endeavor to create balanced and diverse boards where possible, representing a variety of demographic backgrounds.** The selection and establishment of a board is not subject to challenge by a party, except that at the start of a hearing, a party may challenge for good cause a member or members of the hearing board before whom the party is appearing. The chairperson of the hearing board shall consider the challenge and may replace any member where it is believed necessary to achieve an impartial hearing and decision.

1. **Member Selection for** ~~Divisional~~ Screening **and Hearing** Boards for Academic Grievances

    Faculty and students are eligible to serve on screening and hearing boards for academic grievances.

a. ~~Prior to the beginning of each academic year, the divisional council of each division shall choose at least fifteen faculty members and fifteen students to be eligible to serve on boards considering academic grievances from that division. Concurrently, it shall choose three other faculty members to be eligible to serve on boards considering academic grievances for the Administrative Dean for Undergraduate Studies. The names shall be forwarded to the Administrative Dean.~~

b. ~~Prior to the beginning of each academic year, the Administrative Council of the Administrative Dean for Undergraduate Studies shall choose at least fifteen students to be eligible to serve on a screening board to review grievances arising within academic units under the administration of the Administrative Dean for undergraduate studies. These names shall be forwarded to the Administrative Dean.~~

2. Establishment of **College and School** Screening Boards

a. Upon receipt of **a grievance,** ~~the names of the designated faculty and students,~~ the dean **should** ~~shall~~ appoint a five **(5)** member ~~divisional~~ screening board. The screening board **should** ~~shall~~ consist of three **(3)** faculty members and two **(2)** students~~, and each shall serve for the academic year or until a new board is appointed by the dean, whichever occurs later~~. **The College or School screening board should be composed of three (3) faculty members and two (2) students selected by the dean.** ~~The dean shall also designate two alternate faculty members and two alternate students from the names presented by the divisional council.~~

    The dean ~~shall~~ **should** designate one of the faculty members to **serve as** ~~be~~ the chairperson of the ~~divisional~~ screening board.

    Members of the ~~divisional~~ screening board ~~shall~~ **should** not serve on a ~~divisional~~ hearing **board** during the same year~~, except that the alternate members may serve on a hearing board other than one considering a case in which the member has previously been involved in the screening process~~.

    A member of the ~~divisional~~ screening board ~~shall~~ **should** not review a grievance arising out of **their**~~his/her~~ own department or program~~, in such instance, an alternate member shall serve~~.

b. ~~Upon receipt of the names of the faculty members designated by each divisional council and students designated by the administrative council, the Administrative Dean for Undergraduate Studies shall appoint a five member screening board to review grievances arising within the academic units under his/her administration.~~

3. **Establishment of College and School** ~~Divisional~~ Hearing Boards for Academic Grievances

For each grievance referred by the ~~divisional~~ screening board, the dean shall appoint a five **(5)** member ~~divisional~~ hearing board.

The ~~divisional~~ hearing board shall be composed of three **(3)** faculty members and two **(2)** students selected by the dean ~~from among those names previously designated by the divisional screening board~~.

The dean ~~shall~~ **should** designate one faculty member to **serve** as chairperson **of the hearing board**.

No faculty member or student ~~shall~~ **should** be appointed to hear a grievance arising out of **their**~~his/her~~ own department or program.

~~The Administrative Dean for Undergraduate Studies shall appoint in the same manner, a hearing board to hear each grievance referred by the screening board reviewing grievances arising from the academic units under his/her administration. The members of the hearing board shall be selected from among those names previously forwarded to the Administrative Dean for Undergraduate Studies by the divisional councils and from those who have not been appointed to the screening board.~~

4. **Establishment of Campus Screening Boards for Academic Grievances**

   Upon receipt of a grievance, the Provost should appoint a five (5) member screening board. The screening board should be composed of three (3) faculty members and two (2) students selected by the Provost.

   The Provost should designate one of the faculty members to serve as the chairperson of the screening board.

   Members of the screening board should not serve on a hearing board during the same year.

   A member of the screening board should not review a grievance arising out of their own department or program or College or School.

5. **Establishment of** Campus Hearing Board**s** for Academic Grievances

   For each case referred by a ~~divisional~~ ~~hearing~~ **campus screening** board to the **Provost** ~~President~~ for a hearing, the **Provost** ~~President~~ ~~shall~~ **should** appoint a five **(5)** member campus hearing board. The campus hearing board ~~shall~~ **should** be composed of three **(3)** faculty members and two **(2)** students selected by the **Provost** ~~President~~ ~~from among those names designated by the divisional councils and remaining after the establishment of screening boards~~.

   The **Provost** ~~President~~ ~~shall~~ **should** designate one faculty member **to serve** as chairperson.

   No faculty member or student ~~shall~~ **should** be appointed to hear a grievance arising out of **their**~~his/her~~ own ~~division or administrative unit~~ **program, department, College, or School**.

F. Finality

Any student who elects to use **this Policy** ~~the Undergraduate Student Grievance Procedure~~ agrees to abide by the final disposition arrived thereunder, and shall not subject this disposition to review under any other procedure within the University **System** of Maryland ~~System~~. For the purposes of this limitation, a student shall be deemed to have elected to utilize **this Policy** ~~the Undergraduate Student Grievance Procedure~~ at the time a written grievance **under the formal resolution procedure** is filed.

~~H.   Definitions~~

~~1.   Day refers to days of the academic calendar, not including Saturdays, Sundays, or holidays observed by UMCP.~~

~~2.   Party refers to the student and the individual faculty member or head of the academic unit against whom the grievance is made.~~

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MEMORANDUM

To: Madlen Simon, Chair, Senate Educational Affairs Committee

From: Adam Berger, Chair, Senate Student Affairs Committee

Date: March 16, 2016

Re: Reading Day and Revision of the University of Maryland Undergraduate Student Grievance
          Procedure (Senate Document #14-15-22)

I am writing on behalf of the Senate Student Affairs Committee (SAC) regarding its consideration of the
Educational Affairs Committee's proposed definition of Reading Day, which is part of its work on the
Revision of the University of Maryland Undergraduate Student Grievance Procedure (Senate Document
#14-15-22).

In December 2015, the Educational Affairs Committee proposed the following definition to the
University Senate:

> Reading Day is the day set aside after classes have ended and before exams have begun for
> students to study or reflect on coursework. No class meetings, activities, final exams, or review
> sessions may be held on Reading Day. Individual makeup exams and meetings only may be
> scheduled on Reading Day at the explicit request of the student.

After the Undergraduate Student Grievance Procedure was recommitted to the Educational Affairs
Committee by the Senate, you met with the Student Affairs Committee to consider the student perspective
on Reading Day. After discussing the issues with you at our meeting on February 2, 2016, the Student
Affairs Committee conducted a brief survey of Undergraduate Student Senators, Graduate Student
Senators, and Senate Student Affairs Committee Undergraduate members on Reading Day. The
committee reviewed the results of the survey at its meeting on February 24, 2016.

Based on its discussions and the results of the survey, the Student Affairs Committee suggests the
Educational Affairs Committee take into consideration the following as it finalizes its work on this issue:

Activities Prohibited on Reading Day: The Student Affairs Committee agrees with the assessment of
the Educational Affairs Committee that no mandatory course activities should be required of students on
Reading Day. In our survey, we found that few student respondents were required to engage in course
presentations or capstone projects scheduled for Reading Day, but six of seventeen respondents reported
cases where faculty require makeup assignments and/or examinations to be completed on Reading Day.
In response to a question of whether Reading Day should be free of all required course activities, ten
students responded yes, one student responded no, and six students gave other responses, including that
each department should decide its own policy (one student) and that all activities other than review
sessions should be prohibited (three students). In addition, eleven of eighteen students responded no to a
question asking whether final presentations or capstone projects should be allowed on Reading Day.

In discussing what should be prohibited on Reading Day, the Student Affairs Committee was in
consensus that course activities required by the instructor should not be permitted. The committee agrees

that faculty should not require students to engage in any course activities, and students should not be required to complete makeup work or exams on Reading Day. While the committee understands the importance of capstone projects and course presentations, the Student Affairs Committee found that students feel it is not beneficial for students to schedule such presentations on Reading Day and suggests that departments could find other solutions, such as scheduling presentations for a day within the course calendar. Committee members pointed out that other programs, such as the Gemstone Program and the Geology Department, do have capstone presentations as a required activity for senior students, but these programs schedule the presentations at other times during the semester and ask all faculty and students to schedule around the event.

Activities Permitted on Reading Day: The Student Affairs Committee feels that all non-mandatory aspects of a course should be permitted on Reading Day, and agrees with the aspect of the proposed definition stating that activities should be initiated at the explicit request of one or more students. For example, student meetings with faculty are important and should continue to be encouraged, even on Reading Day. Faculty should be encouraged to hold office hours in preparation for final exams, including on Reading Day; the Student Affairs Committee notes that since it is not mandatory for students to attend office hours, faculty should continue to be able to offer office hours as well as individual meetings with students on that day.

The Student Affairs Committee also feels that review sessions should be allowed to be held on Reading Day, as they are not mandatory activities and can be very helpful in preparing for exams, which aligns with the purpose of Reading Day. In its survey, the Student Affairs Committee found that many students appreciate having review sessions on Reading Day. Fourteen of seventeen respondents were in favor of allowing review sessions to be held on Reading Day, and many comments focused on the importance of attending review sessions on Reading Day when they are offered. At our meeting on February 24th, many committee members voiced their support for allowing review sessions on Reading Day. Members acknowledged that students may see review sessions as mandatory activities, and students may need to choose which review sessions to attend if sessions conflict, but members felt strongly that review sessions are beneficial resources that students appreciate having available to them, and as such, review sessions should be allowed on Reading Day.

Saturday Reading Days: In the survey, many students raised concerns about the scheduling of Reading Day for Saturdays. Students noted that the purpose of Reading Day should be to give a weekday to prepare for finals, and having Reading Day on Saturday takes away the extra day of preparation. Students have other obligations to attend to on weekends, such as weekend jobs and/or religious observances. The Student Affairs Committee recognizes that the scheduling of Reading Day is the purview of the Board of Regents, which sets the academic calendar for all System institutions. However, the committee also recognizes that Saturday Reading Days pose a challenge for students who work or for those who observe religious traditions on weekends. The Student Affairs Committee feels strongly that Reading Day should be scheduled on a weekday, and suggests that the Educational Affairs Committee take any steps within its purview to address this concern.

A summary of the results of our survey are enclosed. Please feel free to contact the Student Affairs Committee with any additional questions or concerns.
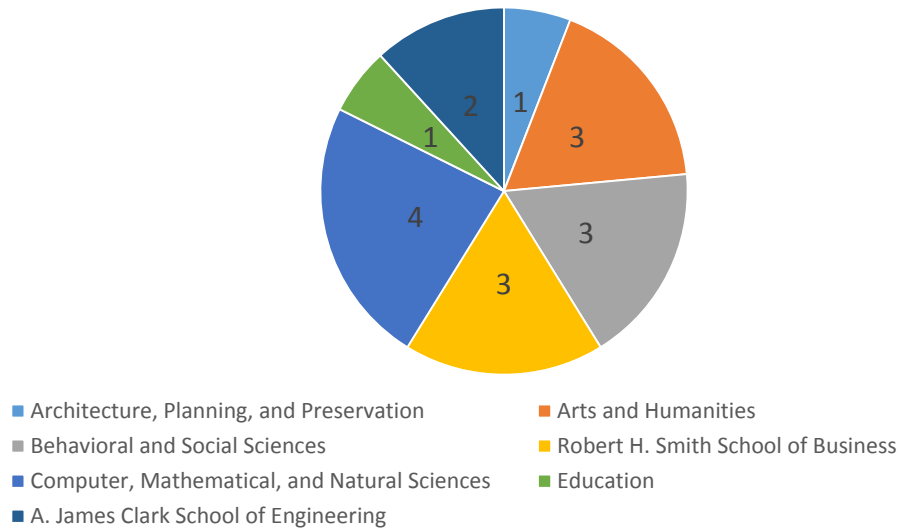
AB/seh

Student Opinions on Reading Day
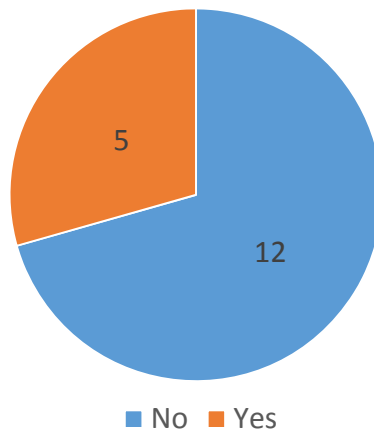
Senate Student Affairs Committee

2/24/16

Demographics

Pie chart: Ugrad 12, Grad 5

■ Ugrad ■ Grad

Demographics

- Architecture, Planning, and Preservation
- Arts and Humanities
- Behavioral and Social Sciences
- Robert H. Smith School of Business
- Computer, Mathematical, and Natural Sciences
- Education
- A. James Clark School of Engineering
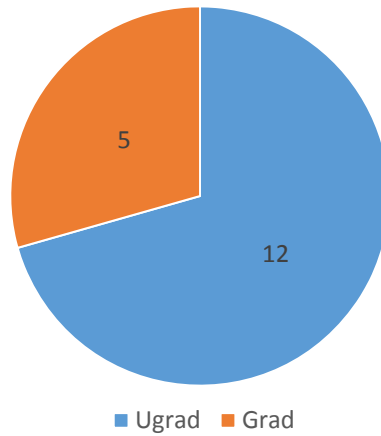
Do you often have review sessions for final exams scheduled on Reading Day?

- No
- Yes

Do you have projects/presentations scheduled on Reading Day?
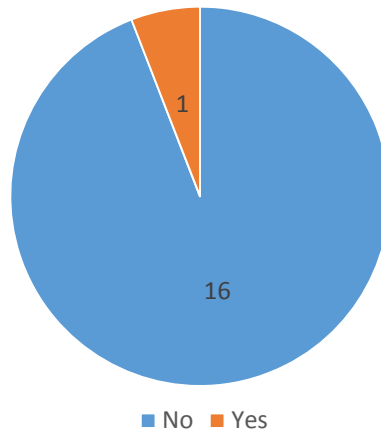
Have you ever had a professor who requires makeup exams or assignments to be completed on Reading Day?
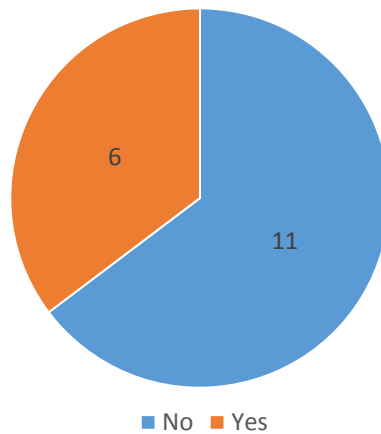
Do you think Reading Day should be free of all course-mandated events (make-ups, presentations, review sessions)?
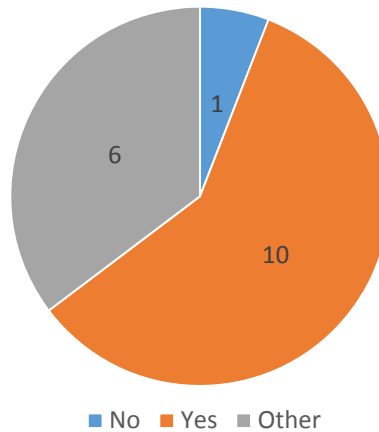
Other:
- Leave it up to each department.
- Optional review sessions should be allowed
- Review sessions are not course-mandated events. They should be allowed but make-ups and presentations should not.
- Indifferent
- Review sessions should be allowed, as they are not course mandated. Other course mandated should not be allowed

Pie chart values: No = 1, Yes = 10, Other = 6

Legend: ■ No ■ Yes ■ Other

Should final presentations (i.e. senior Capstone project presentations) be allowed on Reading Day?

Pie chart values: No = 11, Yes = 7

Legend: ■ No ■ Yes
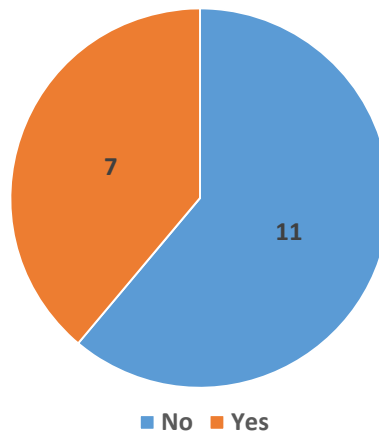
Should review sessions be allowed on Reading Day?

■ No ■ Yes
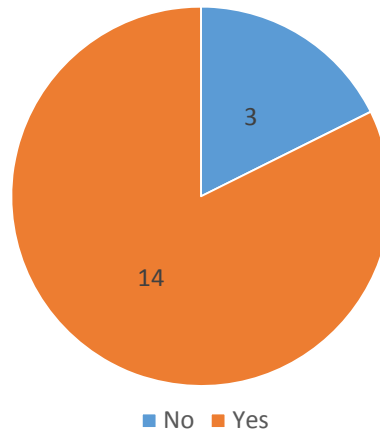
How do you currently use Reading Day?

- Prepping for finals
- I have never heard of Reading Day
- Sleep
- Study, other work, procrastinate
- Mental re-up, last minute cram
- I usually study unless I have review sessions to go to
- Prep for finals and decompress from semester
- Reading Day as a day where I can study without outside stressors/distractions. Reading Day is also a perfect opportunity to take advantage of study groups/meeting with professors because no other classes provide conflicts.

How do you currently use Reading Day?

- Some professors allow students to take finals on reading day. They have the regularly scheduled final in addition to the reading day final. That is a good use. Otherwise it is spent studying.
- Primarily for studying for final exams.
- Study for finals
- Studying, cramming, crying, sleeping, review sessions, not necessarily in that order
- Students in my program usually use the Reading Day as time to work on final papers. *(grad student)*
- Generally I use the entire reading day to study for final exams
- To study for finals
- Preparing for my closest finals and group projects
- I use it to prepare for finals

Ideal use for reading day

- In an ideal world, how should Reading Day be defined by the University?
- A day set aside for students to prepare for finals without requirement for any class attendance or participation.
- No mandatory, graded assignments or exams. Allow presentations and study sessions.
- free day
- A day that is ultilized for preparing for final exams
- A day to use at the discretion of the student and to the students benefit. The professor should have options that are outlined in the syllabus that weigh in the students favor.
- Reading day should be defined as a day in which NO exams can take place/no assignments can be due.
- Reading day should be a day to reflect on the semester and prepare finals. It should be a day from of mandatory events or projects. It should be a "dead day"
- A day free of mandatory events/assignments in order to provide students the opportunity to study and seek additional support without conflict.

Ideal use for reading day?

- A day with no required events. Students can attend review days or give presentations if they want but it cannot be required.
- I believe it should be free of any course-mandated events (this does not include optional review sessions).
- it should be up to individual professors, how they best suit their teaching style.
- A day without any course-mandated material (at student discretion), but course optional material is allowed.
- As a break from all work before the grind of exams.
- Ideally, Reading Day would be solely set aside for students to prepare for exams EXCEPT if students opt in to a non-mandatory scheduled activity on that day.
- A break for students to prepare, relax, and orient their priorities.
- A day after the final day of classes, and not a Saturday or Sunday, where the students have a chance to focus on their finals only.
- Reading day is a day at the end of the semester that is set aside primarily for studying before final exams begin. This day may be used to complete final projects in a course.

Please share any additional thoughts or concerns you have about Reading Day.

- I agree with the committee's previous finding that reading day should be preserved, and the students should make the decisions on how to use it.

- The purpose of reading day is to give students a WEEKDAY to get their lives together before finals. We need that.

- Readings days should also not be scheduled on Saturdays. When they are, they not only take away a day of preparation, instead of giving students a day of reflection or preparation.

- If optional review sessions were held on Reading Day, would sessions begin to conflict?
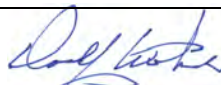
Please share any additional thoughts or concerns you have about Reading Day.

- As many of the committee members voiced in the previous meeting, much of the student body seems to support a reading period longer than a single day. At the very least, it should not be schedule on a weekend, as this seems to make the reading day redundant.
- I think it should not be mandated, in the Spring we are having enough days missed due to inclement weathers
- Review sessions should absolutely be allowed, course mandated things should not be allowed.
- We should not have reading days on a Saturday because it feels as though I am being cheated of a reading day. Additionally, finals should not be scheduled for Saturdays as well.

University Senate
CHARGE

Date:	February 23, 2015
To:	Jessica Enoch Chair, Educational Affairs Committee
From:	Donald Webster Chair, University Senate
Subject:	Revision of the University of Maryland Undergraduate Student Grievance Procedure
Senate Document #:	14-15-22
Deadline:	November 6, 2015

The Senate Executive Committee (SEC) requests that the Educational Affairs Committee review the proposal entitled "Revision of the University of Maryland Undergraduate Student Grievance Procedure" and consider whether the requested changes are appropriate.

Specifically, we ask that you:

1. Review the University of Maryland, College Park Undergraduate Student Grievance Procedure (V-1.00 [A]).

2. Review the syllabus guidelines in the Faculty Handbook (http://faculty.umd.edu/teach/syllabus.html).

3. Review relevant information in the Undergraduate Catalog (http://www.umd.edu/catalog/index.cfm).

4. Consult with the proposer regarding her specific concerns.

5. Consult with the University Registrar.

6. Review similar grievance procedures at our peer institutions and other Big 10 institutions.

7. Consider whether a document on University of Maryland policies for undergraduate courses should be developed to be used as an addendum to all course syllabi.

8. Consult with the Senate Student Affairs Committee to gather feedback on any proposed draft language.

9. Consult with the University's Office of General Counsel on any recommended policy revisions.

10. Recommend whether the University of Maryland Undergraduate Student Grievance Procedure should be revised.

We ask that you submit your report and recommendations to the Senate Office no later than November 6, 2015. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.

Cc: Ian Chambers, Chair, Student Affairs Committee

Attachment

University Senate
PROPOSAL FORM

Name:	Ann C. Smith
Date:	1/13/15
Title of Proposal:	Revision of the University of Maryland Undergraduate Student Grievance Procedure
Phone Number:	X59165
Email Address:	asmith@umd.edu
Campus Address:	2100 Marie Mount Hall
Unit/Department/College:	Office of Undergraduate Studies
Constituency (faculty, staff, undergraduate, graduate):	faculty
Description of issue/concern/policy in question:	The policy **V-1.00(A) UNIVERSITY OF MARYLAND UNDERGRADUATE STUDENT GRIEVANCE PROCEDURE (http://www.president.umd.edu/policies/v100a.html)** has not been revised since 1991. The policy does not reflect the current expectations of faculty that are indicated in the Faculty Handbook , the Undergraduate Catalog, and that are in current practice across the campus.
Description of action/changes you would like to see implemented and why:	Revise the **V-1.00(A) UNIVERSITY OF MARYLAND UNDERGRADUATE STUDENT GRIEVANCE PROCEDURE** to address current expectations of faculty who are teaching undergraduate courses.
Suggestions for how your proposal could be put into practice:	Proposed revised policy is attached. Revisions draw from information presented in the Faculty Handbook (Syllabus Guidelines section (http://faculty.umd.edu/teach/syllabus.html) and the Attendance and Assessment section of the Undergraduate Catalog (http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1540).

Additional Information:	The proposed revised policy includes an expectation that the course syllabus "will include reference to University policies relevant to Undergraduates." This suggested revision is derived from the expectation indicated in the Syllabus Guidelines that faculty articulate UMD policies and legal responsibilities in the course syllabus. It is suggested that in association with this policy revision, the Office of Undergraduate Studies, in collaboration and consultation with other appropriate offices, be tasked with the development of a UMD policy addendum that faculty will include with the course syllabus. The UMD policy addendum will articulate university policies and important student information that impact all students enrolled in an undergraduate course and should be referenced in the "Faculty" (B.1) section of the University of Maryland Undergraduate Student Grievance Procedure. The addendum will serve to provide a uniform presentation of policies to students and will allow the course syllabus to focus on course specific academic expectations. Policies presented in the addendum may be: Excused Absence Policy, Academic Integrity Expectations, Student Conduct Expectations, Rights for Students with Disabilities, Copyright information related to faculty copyright of course materials and student rights in relation to student generated materials

V-1.00(A)   UNIVERSITY OF MARYLAND UNDERGRADUATE STUDENT
             GRIEVANCE PROCEDURE

APPROVED BY THE PRESIDENT 1 AUGUST 1991

A.   Purpose

      This procedure provides a means for an undergraduate student
      to seek redress for acts or omissions of individual faculty
      members as well as academic departments, programs, colleges,
      or divisions without fear of reprisal or discrimination.

B.   Scope of Grievances: Expectations of Faculty and
      Academic Units

      The scope of the matters which may constitute a grievance
      under this procedure is limited to believed violations of
      the expectations of faculty and academic units as set forth
      below.

      1.   Faculty

            The following are considered to be reasonable
            expectations of faculty:

            a.   There shall be a course syllabus distributed at the
      beginning of each undergraduate course. The course syllabus will specify in
      general terms the content and nature of assignments, examination procedures,
      the format for make-up exams or substitute assignments in the case of an
      excused absence, and the basis for determining final grades including how
      in-class participation relates to the final course grade and if the course
      grade will be reported using the +/- grading system. The syllabus will define
      how students will communicate with the instructor in regard to excused
      absences. The syllabus will include reference to University policies relevant
      to Undergraduates. In cases where all or some of this information cannot be
      provided at the beginning of the course, a clear explanation of the delay and
      the basis of course development shall be provided.

            b.   Notice of major papers   and examinations
      will be presented in the course syllabus and Major Scheduled Grading Events
      referenced by the Excused Absence Policy* will be indicated.

            c.   There shall be a reasonable number of recitations,
      performances, quizzes, tests, graded assignments and/or student/instructor
      conferences to permit evaluation of student progress throughout the
      course. Unless written permission is granted by the unit head, every
      undergraduate course must have a final exam. Changes to exam scheduling and
      location must be approved by the chair of the department or dean of the
      college, or the appropriate designee. Final exams may not be rescheduled to
      the final week of classes. Each faculty member is to retain, for one full semester after a
      course is ended, the students' final assessments in the appropriate medium. If a faculty member goes on
      leave for a semester or longer, or leaves the university, the final assessments and grade records for the
      course must be left with the chair, the director or the dean of the department, non-departmentalized
      school or college, as appropriate.

1

d.   Unless prohibited by statute or contract, there shall be a reasonable opportunity to review papers and examinations, including the final examination after evaluation by the instructor, while materials are reasonably current.

e.   There shall be a reasonable approach to the subject which attempts to make the student aware of the existence of different points of view.

f.   There shall be reasonable access to the instructor during announced regular office hours or by appointment.

g.   There shall be regular attendance by assigned faculty unless such attendance is prevented by circumstances beyond the control of the faculty member.

h.   There shall be reasonable adherence to the course syllabus, published campus schedules and location of classes and examinations. No course work, makeup work or examinations may be scheduled on the Reading Day. Classes not specified in the schedules are to be arranged at a mutually agreeable time on campus, unless an off-campus location is clearly justified.

i.   Reasonable confidentiality of information gained through student-faculty contact shall be maintained.

j.   There shall be public acknowledgement of significant student assistance in the preparation of materials, articles, books, devices and the like.

k.   There shall be assignment of materials to which all students can reasonably expect to have access.

2.   Academic Units

The academic units (programs, departments, colleges, schools, divisions) in cooperation with the Office of the Dean for Undergraduate Studies and the Office of Admissions and the Registrar's Office shall, whenever possible, provide the following:

a.   Accurate information on academic requirements through designated advisors and referral to other parties for additional guidance.

b.   Specific policies and procedures for the award of academic honors and awards, and impartial application thereof.

c.   There shall be equitable course registration in accordance with University policy and guidelines.

C.   Alternative Grievance Procedures

No other University grievance procedure may be used simultaneously or consecutively with the Undergraduate

asmith 1/13/2015 5:00 PM

Comment [9]: The Undergraduate Catalog states: No less than seven calendar days notice shall be given for assessments scheduled at other times and places. http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1540

asmith 1/13/2015 5:00 PM

Comment [10]: There is no definition of the Reading Day in the Undergraduate Catalog or the Faculty Handbook. This revision is intended to define the Reading Day according to the intention of the name – a day set aside after courses have ended and before exams have begun for students to study or reflect on course work.

Student Grievance Procedure with respect to the same or substantially same issue or complaint, or with issues or complaints arising out of or pertaining to the same set of facts.

The procedures of the Code on Equity, Diversity, and Inclusion and/or any University grievance procedure may not be utilized to challenge the procedures, actions, determinations or recommendations of any person(s) or board(s) acting pursuant to the Undergraduate Student Grievance Procedure.

D.   Limitations

Notwithstanding any provision of this Undergraduate Student Grievance Procedure to the contrary, the following matters do not constitute the basis for a grievance under this policy:

1.   Policies, regulations, decisions, resolutions, directives and other acts of the Board of Regents of the University of Maryland System, The Office of the Chancellor of the University of Maryland System, and the Office of the President of the University of Maryland College Park;

2.   Any statute, regulation, directive, or order of any department or agency of the United States or the State of Maryland;

3.   Any matter outside the control of the University of Maryland System;

4.   Course offerings;

5.   The staffing and structure of any academic department or unit;

6.   The fiscal management and allocation of resources by the University of Maryland System and the University of Maryland at College Park;

7.   Any issue(s) or act(s) which does (do) not affect the complaining party directly;

8.   Matters of academic judgment relating to an evaluation of a student's academic performance and/or academic qualifications; except that the following matters of a procedural nature may be reviewed under these procedures if filed as a formal grievance within thirty days of the first meeting of the course to which they pertain:

   a.   Whether reasonable notice has been given as to the relative value of all work considered in determining the final grade and/or assessment of performance in the course. The remedy for a successful grievance based upon this subsection

3

shall be the giving of notice by the instructor.

b. Whether a reasonably sufficient number of examinations, papers, laboratories and/or other academic exercises have been scheduled to present the student with a reasonable opportunity to demonstrate academic merit. The remedy for a successful grievance under this subsection shall be the scheduling of such additional academic exercises as the instructor, in consultation with the department chair or dean, and upon consideration of the written opinion of the divisional hearing board shall deem appropriate.

9. "Class" grievances are not cognizable under these procedures. A screening or hearing board may, in its discretion consolidate grievances presenting similar facts and issues, and recommend generally applicable relief as it deems warranted;

10. There may be no challenge to the award of a specific grade under these procedures.

D. Finality

Any student who elects to use the Undergraduate Student Grievance Procedure agrees to abide by the final disposition arrived thereunder, and shall not subject this disposition to review under any other procedure within the University of Maryland System. For the purpose of this limitation, a student shall be deemed to have elected to utilize the Undergraduate Student Grievance Procedures at the time a written grievance is filed.

E. Procedure for Grievance Involving Faculty Member or Academic Unit

1. Informal Resolution

The initial effort in all cases shall be toward achieving a resolution of the grievance through the following informal means:

a. Grievance Against an Individual Faculty Member

The student should first contact the faculty member, present the grievance in its entirety, and attempt a complete resolution.

If all or part of the grievance remains unresolved, the student may present the grievance to the immediate administrative supervisor of the faculty member.

A student may present a grievance directly to the instructor's supervisor if the instructor is not

4

reasonably available to discuss the matter.

The supervisor shall attempt to mediate the
dispute, and if a mutually acceptable resolution
is reached, the case shall be closed.

b. Grievance Against an Academic Department

The student should contact the department head,
director, or dean and present the grievance in its
entirety.

The department head, director, or dean shall
attempt a complete resolution of the dispute.

2. Formal Resolution

Divisional Screening Board

A student who has attempted informal resolution, and
remains dissatisfied may obtain a formal resolution of
a grievance pursuant to the following procedure:

a. The student shall file a written grievance with
the Screening Board for Academic Grievances of the
Division (hereinafter referred to as the
divisional screening board).

b. The writing shall contain:

- the act, omission, or matter which is the subject
of the complaint;
- all facts the student believes are relevant to the
grievance;
- the resolution sought;
- all arguments in support of the desired solution.

c. A grievance must be filed in a timely manner or it
will not be considered. In order to be timely, a
grievance must be received by the appropriate
divisional screening board within thirty days   of
the act, omission or matter which constitutes the
basis of the grievance, or within thirty days of
the date the student is first placed upon
reasonable notice thereof, whichever occurs first.
It is the responsibility of the student to insure
timely filing.

d. The divisional screening board shall immediately
notify an instructor or academic unit head of the
a timely grievance. A copy of the grievance and
all relevant material shall be provided.

e. The instructor or academic unit head shall make a
complete written response to the divisional
screening board within ten days of receipt of a
grievance. In cases where a grievance is received

5

within ten days of the final day of classes, a
response is due within ten days of the beginning
of the next semester in which the faculty member
is working on campus. This extension is not
available to persons whose appointments terminate
on or before the last day of the semester in which
the grievance is filed.

f.   A copy of the faculty member's response shall be
     sent by the divisional screening board to the
     student filing the grievance.

g.   The divisional screening board may request further
     written information from either party.

h.   The divisional screening board shall review the
     case to determine if a formal hearing is
     warranted.

     All or part of a grievance shall be dismissed if
     the divisional screening board concludes the
     grievance is:

       - untimely,
       - based upon a non-grievable matter,
       - being concurrently reviewed in another forum,
       - previously decided pursuant to this or any
         other review procedure,
       - frivolous or filed in bad faith.

     All or part of a grievance may be dismissed if the
     divisional screening board concludes in its
     discretion that the grievance is:

       - insufficiently supported,
       - premature,
       - otherwise inappropriate or unnecessary to
         present to the divisional hearing board.

     The divisional screening board shall meet to
     review grievances in private. A decision to
     dismiss a grievance requires a majority vote of at
     least three members.

     If a grievance is dismissed in whole or in part,
     the student filing the grievance shall be so
     informed, and shall be given a concise written
     statement of the basis for the dismissal.

     A decision to dismiss a grievance is final and is
     not subject to appeal.

i.   If the divisional screening board determines a
     grievance to be appropriate for a hearing, the
     dean shall be informed. The dean shall convene a
     divisional hearing board within fifteen days
     thereafter. The time may be extended for good

cause at the discretion of the dean.

Divisional Hearing Board

The following rules apply to the conduct of a hearing by the divisional hearing board:

a. Reasonable notice of the time and place of the hearing shall be provided to both parties. Notice shall include a brief statement of the allegations and the remedy sought by the student. Hearings shall be held on campus.

b. A record of the hearing, including all exhibits shall be kept by the chairperson of the screening board. All documents and materials filed with the divisional screening board shall be forwarded to the divisional hearing board, and shall become a part of the record.

c. Hearings are closed to the public unless a public hearing is specifically requested by both parties.

d. Presentation of Evidence

Each party shall have the opportunity to make an opening statement, present written evidence, present witnesses, cross-examine witnesses, offer personal testimony, and such other material as is relevant.

Incompetent, irrelevant, immaterial and unduly repetitious evidence may be excluded by the chairperson of the hearing board.

It is the responsibility of each party to have their witnesses available and to be completely prepared at the time of the hearing. The student shall present the case first, and the faculty member shall respond.

Upon completion of the presentation of all evidence, both parties shall be given the opportunity to present oral arguments and make closing statements within the time limits set by the chairperson of the hearing board.

Upon the request of either party, all persons to be called as witnesses shall be sequestered.

Each party may be assisted in the presentation of the case by a student or faculty member of his/her choice.

It is the responsibility of the chairperson of the hearing board to manage the hearing, and to decide all questions relating to the presentation of

7

evidence and appropriate procedure, and the
chairperson is the final authority in such matters
except as established herein. The chairperson may
seek the advice of UMCP counsel.

The hearing board shall have the right to examine
any person or party testifying before it, and on
its own motion, may request the presence of any
person for the purpose of testifying and the
production of evidence.

e.   The above enumerated procedures and powers of the
     divisional hearing board are non-exclusive. The
     chairperson may take any such action as is
     reasonably necessary to facilitate the orderly and
     fair conduct of the hearing which is not
     inconsistent with the procedures set forth herein.

f.   Upon completion of the hearing, the hearing board
     shall meet privately to consider the validity of
     the grievance. The burden of proof rests with the
     student to show by a preponderance of the evidence
     that a substantial departure from the expectations
     set forth in section "B" above has occurred, and
     that has operated to the actual prejudice and
     injury of the student.

     A decision upholding a grievance shall require the
     majority vote of at least three members of the
     divisional hearing board.

     A decision of the hearing board shall address only
     the validity of the grievance. The decision shall
     be forwarded to the dean in written opinion. In
     the event the decision is in whole or in part
     favorable to the student, the hearing board may
     submit an informal recommendation concerning
     relief believed to be warranted based upon the
     facts presented at the hearing.

g.   The dean shall immediately, upon receipt of the
     written opinion, forward copies to the student and
     the faculty member or head of academic unit. Each
     party has ten days from the date of receipt to
     file a written appeal with the dean.

h.   Appeals

     The appeal shall be in writing and set forth in
     complete detail the grounds for the appeal.

     A copy of the appeal shall be sent to the opposing
     party, who shall have ten days following receipt
     to respond in writing to the dean.

     The sole grounds for appeal shall be:

8

- a substantial prejudicial procedural error
  committed in the conduct of the hearing in
  violation of the procedures established
  herein. Discretionary decisions of the
  chairperson shall not constitute the basis
  of an appeal.
- the existence of new and relevant evidence of
  a significant nature which was not reasonably
  available at the time of hearing.

  i. In the absence of a timely appeal, or following
   receipt and consideration of all timely appeals,
   the dean may:
- dismiss the grievance,
  grant such redress as is believed
  appropriate,
- reconvene the divisional hearing board to
  rehear the grievance in part or whole and/or
  to hear new evidence,
- convene a new divisional hearing board to
  rehear the case in its entirety.

  j. The dean shall inform all parties of the decision
   in writing and the grievance shall thereafter be
   concluded. The decision of the dean shall be final
   and binding, and not subject to review or appeal.

   In non-departmental colleges, the Dean for
   Undergraduate Studies shall assume the duties of
   the dean for purposes of this procedure.

F. Grievance Procedures Against the Dean for Undergraduate
  Studies

  1. Informal Resolution

   The initial effort in all cases shall be to achieve
   resolution of the grievance through informal means.

   a. The student should first contact the
    administrative dean, present the grievance in its
    entirety, and attempt a complete resolution.

   b. If any portion of the grievance remains
    unresolved, the student may present such part to
    the Vice President for Academic Affairs. A
    grievance may be initially presented to the Vice
    President for Academic Affairs if the dean is not
    reasonably available to discuss the matter.

   c. The Vice President shall attempt to mediate the
    dispute. Should a mutually acceptable resolution
    be reached, the case shall be closed.

  2. Formal Resolution

   Should a student remain dissatisfied with the

9

disposition of the grievance following attempts at informal resolution, a formal resolution may be obtained pursuant to the following procedure:

a. The student shall file with the President a timely written grievance.

b. The writing shall contain:

    - the act, omission or matter which is the subject of the complaint,
    - all facts the student believes to be relevant to the grievance,
    - the resolution sought,
    - all arguments upon which the student relies in seeking such resolution.

c. No grievance will be considered unless it is timely.

    In order to be timely, a grievance must be received by the President within thirty days of the act, omission or matter which is the basis for the grievance, or within thirty days of the date the student is first placed upon reasonable notice thereof, whichever is later.

    It is the responsibility of the student to ensure timely filing of the grievance.

d. Upon receipt of a timely grievance, the President shall forward the grievance to a divisional screening board of a division other than the one from which the grievance has arisen.

    The divisional screening board shall immediately notify the administrative dean against whom the grievance has been filed and provide a copy of the grievance and all relevant materials.

e. The administrative dean against whom the grievance has been filed shall respond in writing to the divisional screening board within ten days. In the event the grievance is received by the administrative dean after the last day of classes of a semester, the time for written response shall be ten days after the first day of classes of the semester immediately following.

    A copy of the response from the administrative dean shall be sent to the student.

f. In its discretion, the divisional screening board may request further written submissions from the student and/or the administrative dean.

g. The divisional screening board shall review and

act upon a grievance against an administrative dean in the same manner and according to the same requirements as for the review of grievances against faculty members, academic departments, programs and colleges set forth in this procedure.

h. If the divisional hearing board determines that a grievance is appropriate for a hearing, the President shall be so informed.

The President shall convene a campus hearing board within fifteen days to hear the grievance. This time may be extended for good cause at the discretion of the President.

i. The campus hearing board shall conduct a hearing in accordance with the rules established in this procedure for the conduct of hearings by divisional hearing boards.

Upon completion of a hearing, the campus hearing board shall meet privately to consider the grievance in the same manner and according to the same rules as set forth for the consideration of grievances by divisional hearing boards, except that the decision shall be forwarded to the President.

In the event the campus hearing board decides in whole or on part in favor of the student, it may submit an informal recommendation to the President with respect to such relief as it may believe is warranted by the facts as proven in the hearing.

j. The President shall immediately, upon receipt of the written opinion, forward copies to the student and the administrative dean. Each party shall have ten days from the date of receipt to file an appeal with the President.

k. Appeal

Each party has ten days from receipt of the written decision to file an appeal with the President.

The grounds for an appeal shall be the same as those set forth in this procedure for appealing a decision of a divisional hearing board.

The appeal shall be in writing, and set forth in complete detail the grounds relied upon. A copy of the appeal shall be sent to the opposite party, who shall have ten days following receipt to file a written response with the President.

l. In the absence of a timely appeal, or following

11

receipt and consideration of all timely appeals and responses, the President may:

- dismiss the grievance
- grant such redress as is believed appropriate.
- reconvene the campus hearing board to rehear the grievance in whole or in part and/or review new evidence
- convene a new campus hearing board to rehear the case in its entirety.

    m. The President shall inform all parties of the decision in writing, and the grievance shall be thereafter concluded. The decision of the President is final and binding, and is not subject to appeal or review.

G. Composition of Screening and Hearing Boards

The following procedures are directives only, and for the benefit and guidance of deans and the President in the selection and establishment of divisional and campus hearing boards. The selection and establishment of a board is not subject to challenge by a party, except that at the start of a hearing, a party may challenge for good cause a member or members of the hearing board before whom the party is appearing. The chairperson of the hearing board shall consider the challenge and may replace any member where it is believed necessary to achieve an impartial hearing and decision.

    1. Divisional Screening Boards for Academic Grievances

        a. Prior to the beginning of each academic year, the divisional council of each division shall choose at least fifteen faculty members and fifteen students to be eligible to serve on boards considering academic grievances from that division. Concurrently, it shall choose three other faculty members to be eligible to serve on boards considering academic grievances for the Administrative Dean for Undergraduate Studies. The names shall be forwarded to the Administrative Dean.

        b. Prior to the beginning of each academic year, the Administrative Council of the Administrative Dean for Undergraduate Studies shall choose at least fifteen students to be eligible to serve on a screening board to review grievances arising within academic units under the administration of the Administrative Dean for undergraduate studies. These names shall be forwarded to the Administrative Dean.

    2. Establishment of Screening Boards

a. Upon receipt of the names of the designated
faculty and students, the dean shall appoint a
five member divisional screening board. The
screening board shall consist of three faculty
members and two students, and each shall serve for
the academic year or until a new board is
appointed by the dean, whichever occurs later. The
dean shall also designate two alternate faculty
members and two alternate students from the names
presented by the divisional council.

The dean shall designate one of the faculty
members to be the chairperson of the divisional
screening board.

Members of the divisional screening board shall
not serve on a divisional hearing during the same
year, except that the alternate members may serve
on a hearing board other than one considering a
case in which the member has previously been
involved in the screening process.

A member of the divisional screening board shall
not review a grievance arising out of his/her own
department or program, in such instance, an
alternate member shall serve.

b. Upon receipt of the names of the faculty members
designated by each divisional council and students
designated by the administrative council, the
Administrative Dean for Undergraduate Studies
shall appoint a five member screening board to
review grievances arising within the academic
units under his/her administration.

3. Divisional Hearing Boards for Academic Grievances

For each grievance referred by the divisional screening
board, the dean shall appoint a five-member divisional
hearing board.

The divisional hearing board shall be composed of three
faculty members and two students selected by the dean
from among those names previously designated by the
divisional screening board. The dean shall designate
one faculty member as chairperson.

No faculty member or student shall be appointed to hear
a grievance arising out of his/her own department or
program.

The Administrative Dean for Undergraduate Studies shall
appoint in the same manner, a hearing board to hear
each grievance referred by the screening board
reviewing grievances arising from the academic units
under his/her administration. The members of the

13

hearing board shall be selected from among those names previously forwarded to the Administrative Dean for Undergraduate Studies by the divisional councils and from those who have not been appointed to the screening board.

4. Campus Hearing Board for Academic Grievances

    For each case referred by a divisional hearing board to the President for a hearing, the President shall appoint a five-member campus hearing board. The campus hearing board shall be composed of three faculty members and two students selected by the President from among those names designated by the divisional councils and remaining after the establishment of screening boards.

    The President shall designate one faculty member as chairperson.

    No faculty member or student shall be appointed to hear a grievance arising out of his/her own division or administrative unit.

H. Definitions

1. Day refers to days of the academic calendar, not including Saturdays, Sundays, or holidays observed by UMCP.

2. Party refers to the student and the individual faculty member or head of the academic unit against whom the grievance is made.

Page 1: [1] Comment [5]	**asmith**	**1/13/15 5:00 PM**

For students to plan as expected according to the proposed Excused Absence Policy and current policy on Medical Absence http://www.president.umd.edu/policies/docs/V-100G.pdf, students must know the dates of assignments and examinations at the start of the semester.

Page 1: [2] Comment [6]	**asmith**	**1/13/15 5:00 PM**

See proposed Excused Absence Policy and current policy on Medical Absence
http://www.president.umd.edu/policies/docs/V-100G.pdf

Senate Document #:	10-11-56
Title:	Review of the Maryland Fire and Rescue Institute (MFRI) Plan of Organization
Presenter:	Jess Jacobson, Chair, Senate Elections, Representation, & Governance (ERG) Committee
Date of SEC Review:	April 4, 2016
Date of Senate Review:	April 20, 2016
Voting (highlight one):	1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	The University of Maryland Plan of Organization for Shared Governance 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 for Shared Governance. 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. 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 for Shared Governance is returned to the College or School for revision. The Maryland Fire and Rescue Institute (MFRI) submitted its revised Plan of Organization to the University Senate for review in April 2011.
Relevant Policy # & URL:	http://www.senate.umd.edu/governingdocs/2015Bylaws.pdf
Recommendation:	The ERG Committee recommends that the Senate approve the revised Plan of Organization of the Maryland Fire and Rescue Institute (MFRI).
Committee Work:	The ERG Committee began its review of the MFRI Plan of Organization in April 2011. The MFRI Plan was last approved by the Senate in 1990, and the ERG Committee worked with representatives from the Institute to begin the process of revising the Plan. The ERG Committee reviewed an early draft of the Plan in spring 2011 and found areas where the Plan could have been improved. The ERG Committee returned comments and

	requested revisions to MFRI in spring 2011. After the 2011 revisions, the Institute went through a reorganization. In 2013, the MFRI Faculty Council began work on the revisions to the Plan. MFRI submitted a revised Plan to the ERG Committee in fall 2014. The ERG Committee met with a representative from MFRI to discuss potential revisions, and received a revised Plan in spring 2016. During its review, the ERG Committee learned that MFRI's structure and organizational model is very different than a traditional College or School, and its distinct nature is reflected in its Plan. MFRI was established to provide the State of Maryland's professional and volunteer fire and rescue personnel with the training and certification needed to perform their duties. MFRI consists of professional track faculty and few staff, and MFRI's student body is such that students do not typically stay engaged with the Institute beyond the course or courses they take. The ERG Committee considered how to reconcile these unique aspects of MFRI with its principles and best practices of shared governance, in order to provide a Plan that appropriately reflects the needs and culture of the Institute. On March 2, 2016, the ERG Committee voted to approve the Plan contingent on MFRI's approval of a few minor amendments. The MFRI Unit Assembly reviewed the requested amendments and voted to approve the revised Plan in late March, 2016.
Alternatives:	The Senate could reject the recommendation and would lose the opportunity to revise the MFRI Plan of Organization.
Risks:	There are no associated risks.
Financial Implications:	There are no financial implications.
Further Approval Required:	Senate approval, Presidential approval.

Senate Elections, Representation, & Governance Committee

Report on Senate Document # 10-11-56

Review of the Maryland Fire and Rescue Institute (MFRI) Plan of Organization

April 2016

2015-2016 ERG Committee Members

Jess Jacobson, Chair
Kathleen Denz, Ex-Officio VP IRPA Rep
Deidra Adams, Ex-Officio Director of Human Resources Rep
Alice Altstatt, Faculty
Virginia Brown, Faculty
Toby Egan, Faculty
Charles Fenster, Faculty
Andrew Horbal, Faculty
Anne Raugh, Faculty
Holly Rollins, Exempt Staff
Cliffornia Royals Pryor, Non-Exempt Staff
Kevin Fitzgerald, Graduate Student
Kimberley Hannah, Graduate Student
Sudeep Roy Choudhury, Undergraduate Student
Leslie Joy, Undergraduate Student

BACKGROUND

The University of Maryland Plan of Organization for Shared Governance 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 for Shared Governance. 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. 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 for Shared Governance is returned to the College or School for revision.

The Maryland Fire and Rescue Institute (MFRI) submitted its revised Plan of Organization to the University Senate for review in April 2011.

COMMITTEE WORK

The Maryland Fire and Rescue Institute (MFRI) is established in the Code of Maryland Statutes as an Institute reporting to the President of the University of Maryland responsible for providing education and training for career and volunteer fire and rescue personnel throughout the State[1]. MFRI is the State of Maryland's training and education provider for fire, rescue, and emergency services personnel statewide and beyond. MFRI consists of a central Headquarters in College Park, as well as five Regional Training Centers across the state.

As an Institute, MFRI has a structure and an organizational model that is very different than a traditional College or School. Its consists of professional track faculty and staff, most of whom are professional firefighters in addition to being part of the Institute. In the early 1990s, MFRI indicated a desire to be more involved in the University and its governance structure, and requested inclusion on the University Senate. MFRI's engagement with the Senate began at that point, and in the recent revisions to the University of Maryland Plan of Organization, MFRI retained its representation and was subsequently apportioned one Faculty Senator seat. In conversations with the ERG Committee regarding MFRI's status at the University in 2011, it was determined that since it functions similar to its own College or School, MFRI should have a Plan of Organization for shared governance within the unit and to provide mechanisms for MFRI faculty to be elected to the Senate.

The ERG Committee began its review of the MFRI Plan of Organization in April 2011. The committee learned that the MFRI Plan was last approved by the Senate in 1990, and worked with representatives from the Institute to begin the process of revising the Plan. The ERG Committee reviewed an early draft of the Plan in spring 2011 and found areas where the Plan could have been improved. The ERG Committee returned comments and requested revisions to MFRI in spring 2011.

After the 2011 revision to the Plan, the Institute went through a reorganization, which further impacted the Plan. In 2013, after the reorganization was complete, the MFRI Faculty Council began work on the revisions to the Plan. MFRI submitted a revised Plan to the ERG Committee in fall 2014.

As it began reviewing the revised Plan in fall 2014, the ERG Committee identified a few key concerns. The committee noted that the Plan focused a great deal on the organization's chain of command, which reflects MFRI's context as an organization of firefighters. MFRI does have robust structures for shared governance and collaboration among its faculty, but the committee felt the tone of the Plan did not adequately reflect that reality. The ERG Committee recommended ways in which the Plan could be

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[1] Code of Maryland Statutes, Article: Education Section: 13-103 (see: http://mgaleg.maryland.gov/2016RS/Statute_Web/ged/13-103.pdf)

reorganized or reworded to allow the spirit of shared governance to come through more clearly, while still respecting the culture and context of the Institute.

The ERG Committee also identified a concern within the Plan related to the lack of student involvement in shared governance, as the Plan did not include student membership. However, in discussing this with representatives of the Institute, the ERG Committee learned that the Institute's students are not the same as typical University students. MFRI's students are not University of Maryland students; they are professional and volunteer firefighters who come to MFRI to take a course or a series of courses that are needed for certification. Course lengths are typically short, ranging from a few weeks to a few months, and do not follow a semester schedule. MFRI's students typically do not stay engaged with the Institute over long periods of time unless they become instructors themselves, so it is very difficult to find students to engage in governance processes. In addition, courses in MFRI are offered at regional centers across the state, so it can be difficult to find students who can participate when meetings are held in College Park.

In discussing this concern, the ERG Committee learned that there are other steps MFRI takes to get feedback from students and assess training and course needs, rather than including student membership on committees. MFRI has an open-door policy with its students, encouraging them to come to the regional coordinator or to UMD's headquarters building with any issues that need to be addressed or ideas for future development. MFRI recently conducted a process to put together a MFRI 2025 Plan, which outlines where the Institute hopes to be by that year. In the process of developing this Plan, MFRI spent six months gathering information from community members, students, and others who are impacted by MFRI's work. In addition, MFRI works closely with the Maryland State Firemen's Association, an organization representing volunteer firefighters in the State of Maryland, to ensure that needs are identified and problems are addressed. MFRI works with subject matter experts in developing new courses and has a system in place to offer pilot courses to gather student feedback on new courses.

In considering student involvement in shared governance at MFRI, the ERG Committee agreed it may not be feasible to include a student on the Assembly, given the unique nature of MFRI's student body. However, MFRI and ERG agreed that students could be represented in some way on the Executive Committee. MFRI resolved this by creating a seat on the Executive Committee for a community member selected by the Maryland State Firemen's Association, who would be able to help provide the perspective from those who need the Institute's training in decision making regarding the Institute's direction.

During discussions on the Plan, MFRI raised concerns about inclusion of staff on shared governance bodies. The committee learned that MFRI has very few full-time staff, since many faculty both teach and perform staff functions. There are approximately ten full-time staff at the Headquarters building in College Park, and staff at the Regional Centers are typically administrative staff and would have difficulty travelling to College Park for meetings. The ERG Committee noted that the opportunity to participate is important, even if participants cannot always be found. MFRI agreed to include staff on the Assembly to ensure an opportunity for participation in formal shared governance structures.

After discussion of all aspects of the Plan, on March 2, 2016, the ERG Committee voted to approve the Plan contingent on MFRI's approval of a few minor amendments. The MFRI Unit Assembly reviewed the amendments and accepted them with a positive vote to approve the revised Plan in late March, 2016.

RECOMMENDATIONS

The ERG Committee recommends that the Senate approve the revised Plan of Organization of the Maryland Fire and Rescue Institute (MFRI).

APPENDICES

Appendix 1 – 1990 MFRI Plan of Organization

PLAN OF ORGANIZATION

MARYLAND FIRE AND RESCUE INSTITUTE

University of Maryland

College Park, Maryland

January 1, 2016

PLAN OF ORGANIZATION
MARYLAND FIRE AND RESCUE INSTITUTE
University of Maryland
College Park, Maryland

Table of Contents:

The University of Maryland Senate provides an opportunity for faculty, staff, students, and administrators to participate in shared governance. The Maryland Fire and Rescue Institute acknowledges the importance of these shared governance principles and is committed to actively participate in shared governance.

The mission of the Maryland Fire and Rescue Institute (MFRI) is to serve as the State's comprehensive training and education system for emergency services. The Institute plans, researches, develops, and delivers quality programs to enhance the ability of emergency service providers to protect life, the environment, and property. MFRI consists of full-time faculty, part-time faculty, staff and students. It is important to note that the MFRI's student body is not a conventional University Student body, as it consists of fire, rescue and Emergency services professionals who attend to receive specific training and certifications specific to their fire, rescue and emergency services disciplines which can range from day long seminars to one hundred hours of training.

The Institute is assigned to the President's Office, University of Maryland, College Park, and receives direction and administrative guidance from the President or appointed representatives of the President. The operations of the Institute are governed by the policies, procedures, rules and regulations promulgated by the University of Maryland.

In addition to University governance, the Institute operates within all applicable laws, policies and procedures of the State of Maryland. Specifically, MFRI operates under a series of legislative mandates, which are part of the Annotated Code of the State of Maryland (COMAR). Article 13-111, provides the following:

I.   Duties of the Institute.
        The Institute shall:

1. Provide classroom education and training for career and volunteer fire, rescue and EMS personnel, both at the Institute and throughout this State;
2. Cooperate with other agencies that provide training for fire, rescue, and EMS personnel;
3. Train instructors;

4. Prepare or adopt materials for training fire, rescue, and EMS personnel;
5. Develop new fire, rescue, and EMS techniques;
6. Develop and implement specialized courses in firefighting, including industrial firefighting;
7. Maintain statistics and records on fire, rescue, and EMS education, training, and related matters;
8. Develop programs to inform the public about the tasks performed by fire, rescue, and EMS personnel;
9. Establish guidelines for instructional materials to school systems in the State concerning fire, rescue, and EMS education;
10. Provide disaster training for fire, rescue, and EMS personnel;
11. Cooperate with the Maryland Institute for Emergency Medical Services Systems to provide both basic and advanced training for rescue and EMS personnel.

II.   Units Within the Institute

The Institute is organized with such sections and offices deemed necessary by the Director to accomplish the assigned mission. The Maryland Fire and Rescue Institute currently operates with the following sections:

Administrative Support Section
Advanced Life Support Section
Equity
Institute Development Section
Logistical Support Section
Regional Training Centers:
1. Western Maryland Region   (Cresaptown)
2. North Central Region   (Mount Airy)
3. North East Region   (Aberdeen)
4. Upper Eastern Shore Region   (Centreville)
5. Lower Eastern Shore Region   (Princess Anne)
6. Southern Maryland Region   (La Plata)
7. Distance Education   (College Park)
Special Programs Section
Technology and Certification Section

III.   Officers of the Institute

Organization is the core of the Institute; shared governance is the element that gives the organization the ability to be effective and achieve the established goals. The organizational chart reflects the structure of MFRI. Management of the Institute is entrusted with and is authorized to perform the following responsibilities:

DIRECTOR: The Maryland Fire and Rescue Institute is headed by a Director who serves as the chief executive officer. The Director, assisted by two Assistant Directors, provides direction and establishes operating policies for MFRI. The Director reports to the President of the University of Maryland, College Park.

ASSISTANT DIRECTOR: There are two Assistant Directors who report to and assist the Director by organizing and controlling the day-to-day operations of the Institute, the sections, and acting in place of the Director in his absence; Special Operations Assistant Director and Field Operations Assistant Director.

MANAGER: Managers provide direction to their section staff. The Equity Officer reports to the Director: the managers of Administrative Services, Institute Development Logistical Support and Special Programs report to the Special Operations Assistant Director; the managers of Advanced Life Support and Technology and Certification, and the Regional Training Center coordinators report to the Field Operations Assistant Director.

SECTIONS: Each section of the Institute has faculty and staff who perform various tasks, including overseeing regional training centers, specialized programs such as Advanced Life Support, industrial training, administrative services, logistical support, and curriculum development. They are responsible for supervising part-time faculty, and reporting to their section manager.

IV.   The Unit Assembly of the Maryland Fire and Rescue Institute
The Unit Assembly was constituted for the purpose of maximizing faculty and staff participation in the affairs of the Maryland Fire and Rescue Institute.
A. Functions of the Unit Assembly:

The Unit Assembly considers, makes recommendations, and develops proposals on any matter of Institute and University concern. The functions of the Unit Assembly include but are not limited to:

1. Reflecting the concerns of faculty, staff, and students in regards to Institute and University matters.
2. Initiating and/or recommending action on matters of concern to the Institute and advising the Director.
3. Interacting with the Campus Senate and the University community.
4. Receiving information of general Unit Assembly interest from the University community.
5. Promoting affirmative action to avoid discrimination based on race, sex, religion, or other academic and non-academic factors in the employment, retention, and promotion policies of the Institute.

B. Membership of the Unit Assembly:

Membership in the Unit Assembly of the Maryland Fire and Rescue Institute consists of the following representatives:

1. Full-Time Faculty – Each full-time faculty member of the Institute holding the position of Instructor or Lecturer.
2. Exempt and Non-Exempt Staff – Staff members are represented by one member for each staff category, to be elected by the exempt and non-exempt staff respectively at the beginning of each fiscal year (July).
3. Part-Time Faculty – Members of the part-time faculty are represented by one elected member.

Each member of the Unit Assembly shall have one vote.

C. Officers the Unit Assembly:

The officers of the Unit Assembly shall be the Chair, Vice-Chair, Recorder, and two At-Large Delegates:

1. The Chair is the current Senator to the Campus Senate and the Vice-Chair is the previous Senator, of which both are full-time faculty.

D. Elections of Officers

1. Elections shall be held in May of each year on a date to be selected by the Executive Committee of the Unit Assembly. In order to hold an election for

Officers, 2/3 of the voting body of the Unit Assembly must be present. The elected officers will take office July 1 of the year they are elected. A special election, called by the Executive Committee of the Unit Assembly, shall be held for any vacancies of elected officers.

2. The Recorder and two At-Large Delegates are elected by the membership of the Unit Assembly for three-year renewable terms. To be eligible for election, the faculty member must have a minimum of two years as a faculty member with the Institute. These members make up the Executive Committee.

3. Between regular or special meetings of the Unit Assembly, the Executive Committee may act on behalf of the full membership. Any action taken shall be reported to the full membership.

4. The Recorder shall record, summarize, and distribute minutes from each Council and Executive Committee meeting, distribute Council agenda to members, and maintain all records of Council activities.

E. Meetings of the Unit Assembly:

1. The Unit Assembly shall meet at least two times a year, after the Director's semi-annual meetings. The Chair shall preside over all meetings of the Unit Assembly. In the absence of the Chair, the Vice-Chair shall preside.

2. The Chair of the Unit Assembly shall normally give a five-day notice for all meetings of the Council. One half of the membership of the Unit Assembly shall constitute a quorum.

3. Robert's Rules of Order, Revised, shall govern the Unit Assembly in all cases to which they are applicable, except as they may be inconsistent with these and subsequent rules adopted by this Unit Assembly.

V.   Standing Committees of the Unit Assembly:

A. Executive Committee: This committee shall consist of the five officers (the Chair, Vice-Chair, Recorder, and two At-Large Delegates) and a community member selected by the Maryland State Fireman's Association (MSFA). The function of this committee is to advise the Director of the Institute in all matters on behalf of the membership of the Unit Assembly. The Executive Committee shall meet twice a year following the biannual all faculty and staff meeting. A minimum of four members shall be present to meet quorum.

B. Ad-hoc Committees: These committees will be selected by the Executive Committee of the Unit Assembly to consider matters that need the attention of the Council from time to time but do not merit continual development and control.

VI.   By-Laws of the Unit Assembly

This document shall serve as the By-Laws of this Unit Assembly until such time as the membership feels the need for changes to or for additional guidelines.

VII.   Amendments and Review of the Unit Assembly

A. Amendments to the Plan of Organization:

1. The plan of organization will be reviewed every ten years in line with the University plan of Organization
2. Recommended amendments to the Plan of Organization for the Unit Assembly of the Maryland Fire and Rescue Institute shall be presented in writing to the Executive Committee, who in turn shall place such recommendations on the agenda for the next meeting of the Unit Assembly.
3. Approval of a recommended amendment by two-thirds of the written ballots received from the Unit Assembly membership shall constitute adoption of the amendment.
4. Any approved recommended amendments will need to be brought before and approved by the University Senate and President of the University before being finalized.

B. Recall of Officers of the Unit Assembly:

1. Officers of the Unit Assembly are expected to represent the interest of the Council membership. The council membership is expected to participate in elections and to communicate their interests and concerns to the officers of the Council. When any of the Council membership believes that an officer of the Council is not properly representing its interest, a recall may be undertaken.

2. Upon receipt of a petition signed by 25 percent of the Unit Assembly, the membership shall hold an election to determine whether the Officer who is

the object of the petition shall be recalled. Recall shall require a two-thirds vote of the membership of the Unit Assembly.
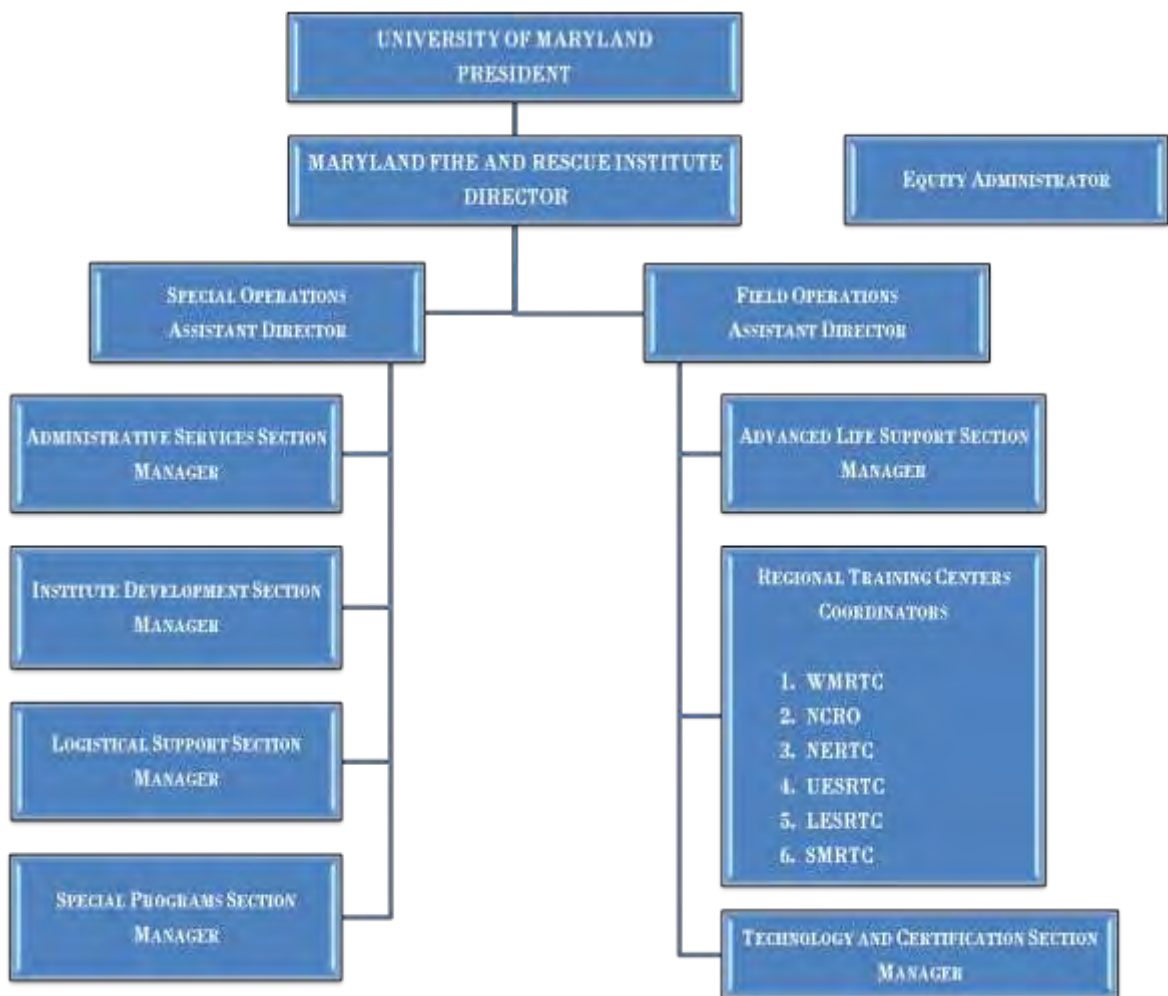
<u>PLAN OF ORGANIZATION</u>

<u>FOR THE FACULTY COUNCIL OF THE</u>

<u>MARYLAND FIRE AND RESCUE INSTITUTE</u>

University of Maryland
College Park, Maryland

April 1990

PLAN OF ORGANIZATION

FOR THE FACULTY COUNCIL OF THE

MARYLAND FIRE AND RESCUE INSTITUTE

University of Maryland
College Park, Maryland

I. Preamble

The Maryland Fire and Rescue Institute consists of full time
faculty, part time faculty, staff and students who are involved
in all aspects of training, education and research relating to
fire prevention, fire suppression, rescue and emergency medical
service.

The Institute is assigned to the President's Office,
University of Maryland at College Park, and receives direction
and administrative guidance directly from the President or
appointed representatives of the President. The operations of
the Institute are governed by the policies, procedures, rules and
regulations promulgated by the University of Maryland.

In·addition to University governance, the Institute operates
within all applicable policies and procedures of the State of
Maryland and, in particular, directly under a series of very
specific legislative mandates which are a part of the Annotated
Code of the State of Maryland, Article 13-111, as follows:

"Duties of the Institute. The Institute shall:

1.   Provide classroom education and training for
     career and volunteer fire and rescue personnel,
     both at the Institute and throughout this State;

2.   Cooperate with other agencies that provide training
     for fire and rescue personnel;

3.   Train instructors;

4.   Prepare or adopt materials for training fire and
     rescue personnel;

5.   Develop new fire and rescue training techniques;

6.   Develop and implement specialized courses in fire
     fighting, including industrial fire fighting;

7.   Maintain statistics and records on fire and rescue
     education, training, and related matters;

1

8. Develop programs to inform the public about the tasks performed by fire and rescue personnel;

9. Establish guidelines for instructional material to school systems in the State concerning fire and rescue education;

10. Provide disaster training for fire and rescue personnel; and

11. Cooperate with the Maryland Institute for Emergency Medical Services Systems to provide basic training for rescue personnel and emergency medical technicians."

II. Units Within the Institute

The Institute is organized with such divisions, sections and offices deemed necessary by the Director to accomplish the assigned mission. The Maryland Fire and Rescue Institute currently operates through two major divisions which are further subdivided into five operational sections and seven geographic regions as outlined below.

Program Support and Special Programs Division:

Administrative Support Section
Logistical Support Section
Special Programs Section

Field Programs Division:

Institute Development Section
Field Operations Section

Field Program Delivery Regional Offices:

(1)	Western	(LaVale)
(2)	North Central	(Mount Airy)
(3)	North East	(Aberdeen)
(4)	Upper Eastern Shore	(Centreville)
(5)	Lower Eastern Shore	(Salisbury)
(6)	Southern	(LaPlata)
(7)	Metro	(Berwyn Heights)

III. Officers of the Institute

Organization is the core of the Institute; command is the element that gives the organization the ability to be effective and achieve the established goals. In descending order, the five levels of command within the Institute are:

Level 1 - Director of the Institute

2

Level 2 - Associate Director of the Institute

Level 3 - Assistant Directors of Divisions

Level 4 - Managers of Sections

Level 5 - Coordinators of Regional Offices

Within the five levels of command, the officers of the Institute are entrusted with and are authorized to perform the following operational responsibilities:

DIRECTOR: The Maryland Fire and Rescue Institute is headed by a Director who serves as chief executive officer. The Director, assisted by the Associate Director and the Assistant Directors, provides administrative direction and establishes operating policies for the statewide fire and rescue education and training system. The Director is directly responsible to the President of the University of Maryland at College Park, for the operation of the Institute.

ASSOCIATE DIRECTOR: The Associate Director reports to and assists the Director by organizing and controlling the day-to-day operations of the Institute. The Associate Director serves as chief fiscal officer of the Institute and is assisted in managing the daily operations by the Assistant Directors.

ASSISTANT DIRECTOR: The Assistant Directors report to and assist the Associate Director in the day-to-day operations of the Institute. The Assistant Director for Program Support and Special Programs is responsible for the administrative and logistical support functions and for creating contractual self-support educational opportunities. The Assistant Director for Field Programs is responsible for the academic functions of the Institute and for the operation of each of the regional offices.

MANAGER: The Managers for each of the following sections; Administrative Support, Logistical Support, Special Programs, Institute Development, and Field Operations; report to and assist their respective Assistant Director. Each Manager receives direction from their respective Assistant Director and provides direction to their section staff and clerical personnel.

COORDINATOR, REGIONAL OFFICE: The Coordinators of Regional Offices report to and assist the Manager, Field Operations Section. The Coordinators of Regional Offices receive direction from the Manager, Field Operations Section and provide direction to regional office full-time and part-time personnel.

IV. The Faculty Council of the Maryland Fire and Rescue Institute

3

The Faculty Council is constituted for the purpose of maximizing faculty and staff participation in the affairs of the Maryland Fire and Rescue Institute.

A.   Functions of the Faculty Council:

The Faculty Council shall consider, make recommendations, and develop proposals on any matter of Institute and University concern. The functions of the Council shall include, but not be limited to:

1.   Reflect the concerns of Faculty in regards to Institute and University matters.
2.   Initiate and/or recommend action on matters of concern to the Institute and advise the Director.
3.   Interact with the Campus Senate and the University Community.
4.   Receive information of general Council interest from the University Community.
5.   Promote affirmative action to avoid discrimination based on race, sex, religion, or other non-academic factors in the employment, retention, and promotion policies of the Institute.
6.   Amend this Plan of Organization by affirmative vote of two-thirds of the membership of the Council.

B.   Membership of the Faculty Council:

There shall by a Faculty Council of the Maryland Fire and Rescue Institute, whose membership shall be as follows:

1.   Membership shall include all full-time faculty of the Institute holding the rank of instructor or assistant instructor, who are engaged in administrative, instructional and/or scholarly activities.
2.   Classified staff and associate staff are to be represented by one member each, to be elected by the classified staff and associate staff respectively, at the beginning of each fiscal year. These representatives may not hold elected office.
3.   Each member of the Faculty Council shall have one vote.

C.   Officers and Elections of the Faculty Council:

The officers of the Faculty Council shall be the Chair, Vice-Chair, Recorder, and two At-Large Delegates:

1.   The Chair, Vice Chair, Recorder and the two At-Large Delegates are to be elected by and from the membership of the Faculty Council for one year, renewable terms. The Chair shall represent

4

the Faculty Council to the Campus Senate. To
be eligible for election, the faculty members must
have a minimum of two years as a faculty member
with the Institute. These elected officers shall
make up the Executive Committee.

2. Elections shall be held in May of each year, on a
   date to be selected by the Executive Committee of
   the Faculty Council. The elected officers will
   take office July 1 of the year they are elected. A
   special election, called by the Executive Committee
   of the Faculty Council, shall be held for any
   vacancies of elected offices.

3. Between regular or special meetings of the Faculty
   Council, the Executive Committee may act on behalf
   of the full membership. Any action so taken will
   be reported to the full membership.

4. The Recorder shall record, summarize, and
   distribute minutes from each Council and Executive
   Committee meeting, distribute council agenda to
   members, and maintain all records of Council
   activities.

D. Meetings of the Faculty Council:

Regular meetings of the Faculty Council shall be held.

1. The Faculty Council shall meet at least four times
   a year, during the months of February, May, August
   and November. The Chair shall preside over
   all meetings of the Faculty Council. In the
   absence of the Chair, the Vice-Chair
   shall preside.

2. The Chair of the Faculty Council shall
   normally give a five-day notice for meetings of
   the Council. One half of the membership of the
   Faculty Council shall constitute a quorum.

3. Robert's Rules of Order, Revised, shall govern the
   Faculty Council in all cases to which they are
   applicable, except as they may be inconsistent with
   these and subsequent rules adopted by this Faculty
   Council.

V. Standing Committees of the Faculty Council:

A. Executive Committee:

1. This committee shall consist of the following
   elected officers: Chair, Vice-Chair,
   Recorder, and two At-Large Delegates.

2. The function of this committee is to advise the
   Director of the Institute in all matters on behalf
   of the membership of the Faculty Council.

All standing Committees shall consist of three to
five members of the Faculty Council. The Chair shall make
all selections for the standing committees, with the
approval of the Executive Committee. Each standing
committee shall elect their own chair.

B. Programs, Curricula and Courses Committee:

> This committee will deal with substantive matters
> regarding programs, courses, and curricular
> changes. All recommendations will be referred to
> the membership of the Faculty Council for approval.

C. Personnel Practices and Procedures Committee:

> This committee will deal with a variety of issues
> and concerns in the area of personnel practices
> and procedures. These will include, but not be
> limited to: performance appraisal systems and
> procedures, merit pay guidelines, hiring and
> promotional practices, travel and policies and
> procedures. All recommendations will be referred
> to the membership of the Faculty Council for
> approval.

D. Health and Safety Committee:

> This committee will deal with the issues of health
> and safety as they pertain to the Institute. Areas
> of concern may include: wellness education,
> accident review board and safety standards and
> practices. All recommendations will be referred to
> the membership of the Faculty Council for approval.

E. Faculty Review Committee:

> This committee will review the credentials of those
> faculty that are eligible for the "Six Year
> Review." Only those faculty members that have
> successfully completed the review process may serve
> on this committee. All recommendations will be
> referred to the Director of the Institute for
> further action.

F. Field Instructor's Issues Committee:

> This committee will address and recommend areas
> that impact on the field instructors of the
> Institute. Field Instructors of the Institute
> shall have representation on this committee as
> ex-officio members selected by the Chair. All
> recommendation will be referred to the membership

of the Faculty Council for approval.

VI. <u>Ad-Hoc Committees of the Faculty Council</u>

These committees shall be selected by the Chair
of the Faculty Council to consider matters that need the
attention of the Council from time to time but do not
merit continual development and control.

VII. <u>By-Laws of the Faculty Council</u>

This document shall serve as the By-Laws of this Faculty
Council until such time as the membership feels the need
for additional guidelines.

VIII. <u>Amendments and Review of the Faculty Council</u>

A. Amendments to the <u>Plan of Organization</u>:

1. Recommended amendments to the <u>Plan of Organization
   for the Faculty Council of the Maryland Fire and
   Rescue Institute</u> shall be presented in writing to
   the Executive Committee, who in turn shall place
   such recommendations on the agenda for the next
   meeting of the Faculty Council.
2. Approval of a recommended amendment by a two-
   thirds, written ballot vote of the Faculty Council
   membership shall constitute adoption of the
   amendment.

B. Recall of Officers of the Faculty Council:

1. Officers of the Faculty Council are expected to
   represent the interests of the Council membership.
   The Council membership are expected to participate
   in elections and to communicate their interests
   and concerns to the officers of the Council. When
   any of the Council membership believes that an
   officer of the Council is not properly
   representing its interests, a recall may be
   undertaken.
2. Upon receipt of a petition signed by 25 percent of
   the Faculty Council, the membership shall hold an
   election to determine whether the officer who is
   the object of the petition shall be recalled.
   Recall shall require a 2/3 vote of the
   membership of the Council.