

April 12, 2017

MEMORANDUM

TO: University Senate Members

FROM: Jordan A. Goodman
Chair of the University Senate

SUBJECT: University Senate Meeting on Wednesday, April 19, 2017

The next meeting of the University Senate will be held on **Wednesday, April 19, 2017**. The meeting will convene at 3:15 p.m. in the **Atrium (1st Floor) of the Stamp Student Union**. If you are unable to attend, please contact the Senate Office¹ by calling 301-405-5805 or sending an email to senate-admin@umd.edu for an excused absence. Your response will assure an accurate quorum count for the meeting.

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

Meeting Agenda

1. Call to Order
2. Approval of the April 6, 2017 Senate Minutes (Action)
3. Report of the Chair
4. Telework Guidelines and Protocol (Senate Doc. No. 15-16-25) (Information)
5. Revisions to the School of Architecture, Planning, and Preservation (ARCH) Plan of Organization (Senate Doc. No. 14-15-38) (Action)
6. Sexual Assault Prevention at the University of Maryland (Senate Doc. No. 16-17-11) (Action)
7. Special Order of the Day
Pamela Abshire
Associate Professor, Electrical & Computer Engineering
Jennifer Golbeck
Associate Professor, College of Information Studies
In Support of Science: The March for Science & CASE
8. New Business
9. Adjournment

University Senate

April 6, 2017

Members Present

Members present at the meeting: 117

Call to Order

Senate Chair Goodman called the meeting to order at 3:17 p.m.

Special Order: Presidential Briefing

President Loh stated that he would like to use his time to answer questions directly from Senators.

Senator Walsh, faculty, College of Agriculture and Natural Resources, asked about the future of the Purple Line.

President Loh responded that Governor Hogan had requested the money to fund the Purple Line. He noted that he had talked with Governor Hogan about it and noted that it is critical for the future of UMD and College Park. President Loh added that the Purple Line would be free throughout campus for any member of the University community.

Senator Stanley, undergraduate student, College of Behavioral and Social Sciences noted his appreciation for conducting a dialogue and introduced undergraduate student Colin Byrd. Byrd mentioned the recent NCAA championship and the Middle States Commission on Higher Education accreditation. He asked why athletes with low academic profiles receive larger scholarships than students with high profiles.

President Loh responded that the Athletics Department would be the best place for him to direct his concerns.

Senator Lathrop, faculty, College of Computer, Mathematical, and Natural Sciences, asked about the recent closing of the College Park REI store.

President Loh responded that he was uncertain why the store closed.

Senator Soltan, faculty, College of Behavioral and Social Sciences asked about the corruption associated with the relationship between universities and athletics.

President Loh stated that corruption and cheating occurs everywhere, not just in athletics. He added that everyone is human and they all make mistakes.

Chair-Elect Falvey noted that President Loh had spoken to the Senate Executive Committee (SEC) about the current state legislative session and asked if President Loh wanted to share anything with the Senate about the budget.

President Loh stated that there are significant cuts to the University System of Maryland (USM), including UMD. He stated that there are \$12 million in cuts to UMD's fund balance and noted that one-time cuts are a victory over base-budget cuts. He also explained that UMD received

one of the best Capital budgets that we could have received and noted that one of the highest priorities is the chemistry building due to the poor quality of the current facilities.

Senator Knapp, undergraduate student, College of Behavioral and Social Sciences asked what the university can do to make sure student groups are able to thrive.

President Loh responded that he is concerned that the students did not vote in the recent elections. He noted that the March for Science is important because it is a march for something instead of protesting against something and added that he hopes many students will show up.

Senator Al-Mansur, graduate student, School of Public Health, stated that some of his constituents expressed concern over not being able to vote on Election Day because of academic obligations. He asked if the University could be closed on Election Day.

President Loh stated that the University would do everything possible to facilitate student voting in the 2018 elections.

Approval of the Minutes

Chair Goodman asked for additions or corrections to the minutes of the March 8, 2017 Senate meeting; hearing none, he declared the minutes approved as distributed.

Report of the Chair

Committee Volunteer Period

Chair Goodman noted that the online system to sign up to serve on one of the Senate's ten standing committees this coming year was now open. He added that volunteers do not need to be a Senator to be a member of one of these committees. They address topics related to students, faculty, staff affairs, educational and campus affairs. Goodman noted that the deadline to volunteer was May 1st and that those interested could go to the Senate website to submit a volunteer statement and pick their top three committee choices. He stated that the Senate's Committee on Committees will be selecting volunteers to serve on each committee and will notify selected volunteers over the summer.

Remaining Senate Meetings

Chair Goodman reminded Senators that there are two more Senate meetings this academic year. The next meeting will be held on April 19th. This will be the last business meeting of the semester for any outgoing Senators. He noted that the Senate expected the report from the Joint President/Senate Task Force on Sexual Assault Prevention to be presented at this meeting so it is important that we have a quorum to conduct business.

Chair Goodman reminded Senators that the May 4th Transition Senate Meeting would be for all continuing and incoming senators and would be his last meeting as Senate Chair. On May 4th, Senators will elect the next Chair-Elect, Dan Falvey will take over as Senate Chair, and Senators will then vote for the elected committees of the Senate. He noted that the names of candidates running for the various committees and their candidacy statements would be distributed on April 20th.

Chair's Remarks

Chair Goodman stated that there are many challenges facing the University including state budget cuts, proposed federal cuts, and the proposed elimination of a large portion of the country's research infrastructure. He explained that the United States has the strongest, largest, and most successful research and development system in the world. We get the majority of Nobel Prizes in physics, chemistry, medicine or physiology, and economics and we set the world standard for graduate education in nearly every field of science and engineering. The proposed federal budget cuts could have a substantial impact on the University due to a lack of funding to conduct research. One of the main cuts is to overhead which impacts our research because overhead covers technology and staff that help facilitate the grants.

Chair Goodman encouraged everyone to participate in the March for Science on April 22nd and the Celebration of American Science & Engineering (CASE) event taking place on campus on April 21st.

Chair Goodman noted that Vin Novara, past Senate Chair, would be serving as Senate Parliamentarian for the remainder of the semester.

Review of the Policy on Intellectual Property (Senate Doc. No. 10-11-36) (Action)

Robert Dooling, Chair of the Intellectual Property (IP) Subcommittee of the University Research Council presented the revised Intellectual Property Policy and provided background information on the history of the policy, the rationale for the revisions, and the changes since the last time the Policy was brought to the Senate on October 7, 2015.

Goodman opened the floor to discussion of the revised policy.

Senator Joyce, faculty, College of Education, stated that there seems to be a fine line on the definition of being directed to do the work. He gave examples, such as if the unit wants someone to create a new course and you decide to do it or if you are on a committee and they need someone to do some research, and asked if that is directing you to do something and how the policy would be applied in these cases.

Dooling responded that it is important to use common sense and encouraged faculty to ask the Office of General Counsel when there is confusion since they will know the answer.

Senator Lathrop, faculty, College of Computer, Mathematical, and Natural Sciences, commended the committee for its work on the revised IP Policy. He asked whether the Senate approved the current policy and wanted to add language noting that revisions are subject to approval by the Senate and the President.

Dooling asked Ann Bowden, Office of General Counsel, to respond.

Bowden stated that the policy already covers the necessary approval steps with the inclusion of the phrase "in accordance with University policy"

Senator Cleaveland, faculty, College of Computer, Mathematical, and Natural Sciences, noted that he is a faculty member in the Department of Computer Science and asked for further clarification on the University's ownership with regards to software.

Felicia Metz, Assistant Director, Office of Technology Commercialization, stated that the University owns patent rights if the software is patentable and that the University owns copyright based on the contract. If there are no conditions, the faculty member owns the rights.

Senator Al-Mansur, graduate student, School of Public Health, asked who owns data collected in data collection of a mass survey.

Doolling responded that if the survey is done using federal funds, the University owns the data.

Seeing no further discussion, Goodman called for a vote on the revised policy. The result was 97 in favor, 5 opposed, and 3 abstentions. **The motion to approve the revised policy passed.**

The University of Maryland Climate Action Plan 2.0 (Senate Doc. No. 16-17-30) (Action)

Carlo Colella, Vice President for Administration and Finance & Chair of the Sustainability Council, presented the University of Maryland Climate Action Plan 2.0 and provided background information on revisions to the Plan since the last approval.

Goodman opened the floor to discussion of the revised Plan.

Senator Delwiche, faculty, College of Computer, Mathematical, and Natural Sciences, noted that the Plan focuses on carbon dioxide reduction and asked if there are efforts to address methane and other greenhouse gases.

Colella responded that there were efforts to address other greenhouse gases, but it is not the main effort.

Scott Lupin, Director of the Office of Sustainability, noted that they convert everything to carbon dioxide equivalents and do focus on all the greenhouse gases.

Dean Orr, School of Public Policy, thanked Colella and the Sustainability Council for their efforts. He noted the importance of all institutions working on climate to demonstrate their commitment. He added that it is important to continue the educational and operational components and ensure that the Plan is a living document. He added that change happens fast in climate research and that it is important to stay up to date.

Senator Kramer, undergraduate student, College of Computer, Mathematical, and Natural Sciences, stated that she is a student in the Environmental Science and Technology program and noted that the program is spread over several departments and was not even available as a major choice when she applied for graduation. She noted that the environmental science programs are new and asked if there were plans to improve the programs.

Colella responded that there are plans for improvement, which is included in the education section of the revised Plan.

Senator Falasca, exempt staff, Division of Research, asked why there was not more solar energy incorporated into the University's Plan.

Colella responded that the University is constantly in exploration of solar and other renewable energies but noted that it is also important to be sustainable in terms of money. Renewable energies are not always cost-effective, and the University is working to incorporate renewable energy whenever possible.

Seeing no further discussion, Goodman called for a vote on the Climate Action Plan 2.0. The result was 96 in favor, 2 opposed, and 1 abstention. **The motion to approve the revised Plan passed.**

Policies and Procedures Governing Preferred/Primary Names and Sex/Gender Markers in University Databases (Senate Doc. No. 14-15-03) (Action)

Charles Delwiche, Chair of the Equity, Diversity, and Inclusion (EDI) Committee presented the Policies and Procedures Governing Preferred/Primary Names and Sex/Gender Markers in University Databases and provided background information.

Goodman opened the floor to discussion of the proposal.

Senator Callaghan, faculty, College of Arts and Humanities, stated that she uses her middle name and appreciates this effort as it was difficult for her to make the necessary changes.

Senator Lathrop, faculty, College of Computer, Mathematical, and Natural Sciences, stated his support for the proposal and asked if the committee considered issues with hyphenated last names.

Delwiche responded that he had several colleagues with name issues such as having a number of names that do not fit in the University's system or having a passport issued in another country where the names are printed in a different order than what is preferred. He noted that all of these issues were addressed in the recommendations.

Senator Falasca, exempt staff, Division of Research, asked if the policy is going to be enforceable and asked what happens if someone fails to honor the wishes of an individual exercising their rights in this policy.

Delwiche responded that the report talks about the importance of education and that there is a significant need for improved education on the issues addressed in the report such as making a gender judgment call and arbitrary assigning of honorifics based on perceived gender identity. The committee expressed concern about the expense of the education. The first step is education at the level of individual offices. He noted that the LGBT Equity Center has a trans awareness project which the committee very strongly supports. The committee also advocates for increased resources.

Senator Starace, undergraduate student, College of Arts and Humanities, stated that this was the first policy that his constituents had contacted him about and noted that this shows how much they really care about this issue.

Delwiche added that the Student Government Association (SGA) had passed a resolution in support of this policy, which is attached to the report.

Seeing no further discussion, Goodman called for a vote on the proposal. The result was 93 in favor, 3 opposed, and 1 abstention. **The motion to approve the proposal passed.**

**Special Order of the Day
William Bowerman
Professor & Chair, Environmental Science & Technology & Chair, Information
Technology Council
ITC Report for 2016-2017**

William Bowerman discussed the work of the IT Council this year. He explained the progress that had been made in improving wireless service on campus, creating Council bylaws, and improving classroom technology. He also encouraged Senators to volunteer to serve on the IT Council as some members are rotating off this year.

Goodman opened the floor to questions; seeing none, he thanked Bowerman for his presentation.

New Business

There was no new business.

Adjournment

Chair Goodman adjourned the meeting at 4:48 p.m.



UNIVERSITY OF
MARYLAND
UNIVERSITY SENATE

1100 Marie Mount Hall
College Park, Maryland 20742-7541
Tel: (301) 405-5805 Fax: (301) 405-5749
<http://www.senate.umd.edu>

To: Jordan Goodman, Chair, University Senate
From: James Bond, Chair, Senate Staff Affairs Committee
Date: March 31, 2017
Re: Telework Guidelines and Protocol (Senate Document #15-16-25)

I am writing on behalf of the Staff Affairs Committee to inform you of additional action related to the Telework Guidelines and Protocol (Senate Document #15-16-25). As you may recall, in the spring of 2016 the committee developed several teleworking resources, including Teleworking Guidelines and a Teleworking Agreement, in collaboration with University Human Resources (UHR). These were sent to the Senate Executive Committee (SEC) on March 11, 2016, with a request that they be forwarded to UHR as an administrative recommendation. On April 27, 2016, the Assistant Vice President of University Human Resources notified the SEC that UHR would be delaying adoption of the new resources until it could review them with the Office of General Counsel (OGC), and assess the ramifications of expected changes to the Fair Labor Standards Act (FLSA).

On January 9, 2017, representatives of the Staff Affairs Committee, the Senate Office, the OGC, and UHR met to discuss the teleworking resources. UHR explained that concerns regarding FLSA were no longer relevant, given the anticipated changes had been put on hold by a federal judge. At the meeting, the OGC discussed specific areas of concern with the teleworking resources. UHR revised the Teleworking Guidelines and Agreement to incorporate OGC's feedback and address additional concerns related to employee accountability. UHR returned these revised drafts to the Staff Affairs Committee on January 11, 2017.

The Staff Affairs Committee discussed the revisions over the course of three committee meetings, two of which involved representatives from UHR. Committee members expressed concern that the tone of the materials had shifted to one that was much less welcoming to employees and that did not accurately communicate that teleworking can be beneficial to both the University and the worker. Members also noted UHR's drafts did not allow the University the discretion to provide equipment to employees, which they felt was unnecessarily restrictive. Ultimately, the Staff Affairs Committee and Assistant Vice President of UHR agreed on final versions of the Teleworking Guidelines and Agreement (the committee voted to approve the revisions by an email vote concluding on March 23, 2017). Final versions of these documents are attached. Also attached are additional resources UHR adapted from the state's teleworking materials, though the committee did not review them.

At this point, the Staff Affairs Committee believes it has completed its work on this item. If you have any additional questions or concerns, please let me know.

cc: rm/at

Enclosures: Guidelines for Telework, Telework Agreement, Remote Workplace Self-Certification Checklist, Teleworker Work Plan, Teleworker Work Schedule

University of Maryland Guidelines for Telework

The University of Maryland supports telework as an option for employees in situations where it is requested by the employee or the supervisor, benefits the Department and business operations, and where the employee's position is suitable for a telework arrangement.

Telework is an option for suitable positions and eligible employees, though it is not a right for all employees, and is not possible for all positions. The employee's supervisor is responsible for determining which jobs are suitable for teleworking, regardless of the type, and must define the circumstances under which they are to be performed.

The following information provides insight into telework and the factors that must be considered before a **Telework Agreement** is approved.

What is telework?

- **Telework** is completing the same work normally performed at the workplace, but doing it from home (or other location away from the office).
- **Remote work** is a specific type of Telework which is designed for off-site work. Remote workers use their home or other remote work location as their primary work location and they are rarely in the organization's workplace.
- Telework *is not* working at home after hours (for example, to write reports or to catch up on email).
- Telework *is not* a substitute for childcare, elder care, and/or any type of caregiving; the employee must continue to make arrangements for child or dependent care to the same extent as if the employee was working from the University worksite.
- ***Telework can be requested by the employee or supervisor but, must be approved or denied by an employee's supervisor.*** A Telework agreement can be suspended or eliminated at any time by the supervisor or the employee.

What are the benefits of telework?

- Greater work efficiency and productivity resulting from fewer interruptions and/or disruptions that are typical at the University worksite.
- Supports continuity of operations by making working remotely a practiced routine in case a campus emergency prevents workers from being able to access their worksite.
- Staff may save time and money due to reduced commutes, and also reduce carbon dioxide emissions and pollution due to reduced commutes.

How does an employee know if telework is an option for them?

- The employee should review their position description to fully understand all of the duties and responsibilities of the job. A position suitable for telework has documented duties and responsibilities that can be performed off-site.

- The employee's position must be deemed suitable for telework by their supervisor or manager. The nature of their work, the scope of responsibility, the impact to co-workers and the overall operation of the unit, as well as other factors, will determine whether or not their position is suitable for telework.
- The employee must have successfully completed the required probationary period for their current position (unless working off-site or remotely is part of their position description on file in UHR); must have worked in the current position for a minimum of 12 months; and must have received a rating of **Meets Expectations** in all categories on their most recent PRD for their current position.
- Typically, positions that include a high level of customer contact or work that requires employees to be on-site for significant portions of the day are not suitable for telework.
- To be eligible for telework, supervisors must consider the employee to be in good standing; rated the most recent PRD at the level of **Meets Expectations** or higher in all categories; and must believe the employee is fully capable of efficiently and effectively working off-site without supervision.

What other factors need to be considered regarding telework?

- Employees are responsible for having an appropriate work area when teleworking – free from hazards to the employee. The University is not responsible for any costs associated with the remote worksite.
- Employees are expected to ensure the confidentiality and security of all information and data with which they are working. Employees who handle sensitive information (such as student or employee names, addresses, University ID numbers, financial or other personnel data) should be extremely careful about transporting such information between home and the office, as well as safeguarding such information while off-site.
- The University is not responsible for any equipment costs associated with teleworking, but may provide necessary equipment at the discretion of the unit.
- Expenses for office supplies should be discussed prior to finalizing the Telework arrangement and prior to any purchase. In accordance with UMD policy, it is unlikely that a department/unit will reimburse an employee for certain expenses, such as internet access or printer supplies (for example, paper and ink cartridges), telephone, internet, and other costs associated with working offsite.
- If an employee is injured in the course of doing their job, including if the employee is Teleworking, the employee may be eligible for Workers' Compensation.

How does an employee request telework?

- Employees should talk to their supervisor in person about their interest in a Telework arrangement. The discussion should include: the suitability of their position, their eligibility, and their ability to work off-site successfully, including meeting deadlines and timely completion of deliverables. The Office of Staff Relations in University Human Resources (UHR) is available to assist with questions about how to create the Telework Agreement.
- Draft a proposed schedule and time frame (short or long-term) including how they will be accessible, communicate effectively, and what type of work and/or deliverables will be

accomplished while working off-site.

Can a telework request be denied?

- Yes, a telework request can be denied for many reasons including but not limited to:
 - Supervisor determines that position is not suitable for telework
 - Employee has not completed probation period
 - Employee is not in good standing
 - Supervisor determines employee/position needs on-site supervision
- Every supervisor has the right and responsibility to determine what is best for the department and overall business operations. Again, telework is not an entitlement for employees; it is not a guaranteed work arrangement.

What steps are taken once telework has been approved?

- Employee is given the *Telework Agreement* to review.
- The employee and supervisor determine the telework schedule, including days, hours, and duration of the arrangement. Expectations around communication, deliverables, work flow, work quality, work quantity, and overall performance are outlined and attached to signed agreement. The Remote Workplace Self-Certification checklist will be completed by the employee, returned to the supervisor and attached to signed agreement.
- An effective start date is determined and both the employee and supervisor sign the Telework Agreement.

Signing the Telework Guidelines means that it has been reviewed and agreed upon by the undersigned parties and they agree to abide by the guidelines for telework at UM. A signed copy will be given to the employee, employer, and a copy will be attached to the Telework agreement and placed in the employee’s departmental record.

Teleworker

Date

Supervisor

Date

UNIVERSITY OF MARYLAND



TELEWORK AGREEMENT

This agreement confirms the telework arrangement for _____ (employee),
_____ (job title) in _____ (department/division).

1. By signing this agreement, the employee confirms that s/he has reviewed, understands, and agrees to abide by its terms and applicable University and Department policy and provisions, which include but are not limited to those for:
 - work hours, accessibility, and job performance
 - use of and responsibility for UMD owned equipment and resources
 - establishing a work space
 - safety and ergonomics
 - work related injuries
 - confidentiality of information and data
 - intellectual property
 - revocability of the agreement
2. **Terms of Employment.** This telework agreement is not a contract of employment and does not provide any contractual rights to continued employment. It does not alter or supersede the terms of the existing employment relationship. The employee remains obligated to comply with all University rules, policies, practices, procedures, and instructions that would apply if the employee were working at the regular University worksite. Work products the employee develops or produces while telecommuting remain solely the property of the University of Maryland.

Work hours, compensation, and leave scheduling while teleworking must conform with and adhere to applicable UMD or USM policies, and the *Memorandum of Understanding* (if applicable). The employee's supervisor must pre-approve requests to work overtime or use accrued leave in the same manner as when the employee works at the regular University worksite.

Nothing in this Agreement precludes the supervisor, department, and/or University from taking any appropriate disciplinary or adverse action against the employee if the employee fails to comply with the provisions of this Agreement.

University policies and procedures related to drug and alcohol use are not affected by the Telework Agreement or the employee's status as a teleworker.

This Agreement shall be construed, interpreted, and enforced according to the laws of the State of Maryland. It is the employee's responsibility to determine any tax implications of maintaining a remote worksite in the employee's home.

The supervisor retains the right to modify the Agreement on a temporary basis as a result of business necessity or as a result of a request by the employee that is supported by the supervisor. Any modification of this agreement shall be in writing. A copy of the written modification shall be given to the employee, and a

copy shall be placed in the employee's department file.

3. ***Duration of Commitment & Reversibility:*** This telework arrangement shall begin on _____ and continue until _____ or until ended by the employee or employer. Should the employee wish to terminate the teleworking arrangement, the employee agrees to provide a minimum of 7 calendar days' advance notice to the employer.

Continuation of the agreement is subject to review at any time and may be revoked at any time by the employer. The employer shall provide a minimum of 7 calendar days' notice prior to termination of the agreement.

The continuation or termination of this agreement by the employee or employer shall be in writing and shall be provided with a minimum of 7 calendar days' notice. However, the employer may give less than 7 calendar days' notice if the change is due to operational need, performance concerns, or disciplinary reasons.

4. ***Telework Assignment, Accountability and Performance Measurement:*** Documentation detailing the employee's telework assignment(s), performance and communications expectations, and work schedule ***must*** be attached and is incorporated into this Agreement.

The employee agrees to stay current on department and work group events and to facilitate communication with customers and co-workers who may need to interact with the employee while teleworking. The employee also agrees to keep the supervisor informed of progress on assignments worked on at the alternate worksite and any problems encountered while teleworking. The employee agrees to structure his or her time to ensure attendance at required meetings as scheduled or designated by the supervisor. The supervisor agrees to facilitate communication within the workgroup.

5. ***Equipment, Equipment Insurance, and Office Supplies:*** University-owned resources may only be used for University business. The employee is responsible for ensuring that all items are properly used.

The employee agrees to take reasonable steps to protect any University property from theft, damage, or misuse. This includes maintaining data security and record confidentiality to at least the same standard as when working at the regular University worksite.

The employee shall comply with all departmental/unit and University policies and instructions regarding security of confidential information. The employee agrees to work with his or her department IT unit and/or the Division of Information Technology (DIT) to secure his or her personal computer through the use of VPN, disk encryption, and/or other technologies.

The employee agrees to protect departmental/unit records from unauthorized disclosure or damage, and shall comply with all requirements of law regarding disclosure of departmental/unit or University information. If a data or security breach occurs and University records may have been compromised, the employee shall immediately report the issue to both his or her supervisor and department head.

The employee agrees to adhere to Policy X- 1.00(A), *Policy on the Acceptable Use of Information Technology Resources*.

The employee shall comply with all licensing agreements for the installation and use of University owned software, including software installation on multiple computers. The employee shall not copy University owned software in any manner unless such copying is expressly permitted by the licensing agreement. Depending on the circumstances, the employee may be responsible for any damage to or loss of University property.

When the employee uses personal equipment, software, data, supplies, and furniture, the employee is responsible for maintenance and repair of these items unless other arrangements have been made in

advance and in writing with the supervisor. The University assumes no responsibility for any damage to, wear of, or loss of the employee's personal property.

The employee agrees to return in good working order and in a timely fashion all University-owned items used at the alternate worksite upon request or if the Telework Agreement is discontinued for any reason. If the University must initiate legal action to regain possession of University-owned property, the employee agrees to pay all costs incurred by the University.

6. **Telework Site Safety and Ergonomics:** The employee and the employer agree to work together to ensure that the alternate worksite is safe and ergonomically suitable. A Remote Workplace Self-Certification Checklist shall be completed by the employee and must be attached and incorporated into this Agreement.

The employee's University supervisor may make on-site visits to the employee's telework site, at a mutually agreed upon time, to ensure that the designated work space is safe and free from hazards and to maintain, prepare, inspect, or retrieve University-owned equipment, software, data supplies, and furniture.

The employee will be covered by workers' compensation, and may be eligible for benefits for job-related injuries that occur in the course and scope of employment while teleworking. The employee remains liable for injuries to third parties and/or members of the employee's family on the employee's premises.

7. **Signature:** Signing this Telework Agreement means that it has been reviewed and agreed upon by the undersigned parties and they agree to abide by the University of Maryland Guidelines for Telework. A signed copy shall be given to the employee, employer, and a copy shall be placed in the employee's departmental record.

Employee's signature	Date
Supervisor's signature	Date
Department head's signature (if required)	Date

Cc: Personnel file

UNIVERSITY OF MARYLAND REMOTE WORKPLACE SELF-CERTIFICATION CHECKLIST

Name: _____ Department: _____

Telework Address: _____

Telework Phone: _____

Supervisor: _____

This checklist is designed to assess the overall safety of your remote workplace and to ensure that you have space that has been properly prepared for teleworking. Upon completion, you shall sign and return this form to your supervisor and it must be attached to the Telework agreement.

Describe the workspace in your remote workplace location:

Work Space Environment

1. Is the work space free of potential hazards that could cause physical harm (frayed or loose wires, bare conductors, exposed wires to the ceiling, frayed or torn carpeting seams, uneven floor surfaces)?
 Yes No

2. Are electrical outlets grounded (3-pronged)?
 Yes No

3. Do chairs have any loose casters (wheels)?
Are the rungs and legs of the chairs sturdy?
 Yes No
 Yes No

4. Are the phone lines, electrical cords, and extension wires secured?
 Yes No

5. Is the office space neat, clean, and free of obstructions and excessive amounts of combustibles?
 Yes No

6. Is there enough light for reading?
 Yes No

7. Is a fire extinguisher easily accessible from the office space?
 Yes No

8. Is there a working (test) smoke detector within hearing distance of the workspace?
 Yes No

9. Is the area free from distractions (i.e. children)?
 Yes No

Teleworker

Date

Supervisor

Date

UNIVERSITY OF MARYLAND TELEWORKER WORK PLAN

This form is a guide for teleworkers and supervisors in planning work during telework periods. The form may be altered as necessary by the supervisor and employee. The use of this form is not mandatory; however a work plan is required to clearly define work expectations and must be attached to the Telework Agreement.

Teleworker Name: _____
Days to Telework: _____

These are the conditions for teleworking agreed upon by the teleworker and the supervisor:

1. The following are the assignments to be worked on by the teleworker at the remote workplace and expected delivery dates:

Assignments	Delivery Date	Percent Complete
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. The teleworker agrees to call their office phone to collect phone messages at least _____ times per day. The teleworker agrees to check their e-mail at least _____ times per day. The teleworker agrees to be on instant messaging between the hours of _____ and _____ to receive/provide information and instructions.

3. The teleworker agrees to obtain from the main office all supplies needed for work at the remote workplace. Out of pocket expenses for supplies regularly available at the main office will not normally be reimbursed unless prior authorization is given.

Teleworker

Date

Supervisor

Date

UNIVERSITY OF MARYLAND TELEWORKER WORK SCHEDULE

This form is a guide for teleworkers and supervisors in planning work schedule(s) during telework periods. The form may be altered as necessary by the supervisor and employee. The use of this form is not mandatory; however a work schedule is required to clearly define work expectations and must be attached to the Telework Agreement.

Teleworker Name: _____

Main Office Workplace

ADDRESS: _____

PHONE NUMBER: _____

Remote Workplace

ADDRESS: _____

PHONE NUMBER: _____

Work Hours

Day	Hours	Location (R-Remote, M-Main)	<u>Commuting Miles Saved</u> (optional)
Monday	_____	_____	_____
Tuesday	_____	_____	_____
Wednesday	_____	_____	_____
Thursday	_____	_____	_____
Friday	_____	_____	_____
Saturday	_____	_____	_____
Sunday	_____	_____	_____
Daily Lunch Period	_____	_____	Total Miles _____

COMMENTS:

Teleworker: _____

Date: _____

Supervisor: _____

Date: _____



University Senate TRANSMITTAL FORM

Senate Document #:	14-15-38
Title:	Revisions to the School of Architecture, Planning, and Preservation (ARCH) Plan of Organization
Presenter:	Marc Pound, Chair, Senate Elections, Representation, & Governance (ERG) Committee
Date of SEC Review:	April 7, 2017
Date of Senate Review:	April 19, 2017
Voting (highlight one):	<ol style="list-style-type: none"> 1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report 4. For information only
Statement of Issue:	<p>The University Plan of Organization mandates that all Colleges and Schools be governed by a Plan of Organization. These Plans must conform to stipulations and principles set forth in the Plan, the Bylaws of the University Senate, the Policy on Shared Governance in the University System of Maryland, and best practices in shared governance. Revisions to the Plan of Organization of each College, School, and the Library must be reviewed and approved by the University Senate. The Senate Elections, Representation, & Governance (ERG) Committee is the standing committee responsible for conducting these reviews. ARCH submitted changes to its Plan of Organization to the University Senate for review in April 2015.</p>
Relevant Policy # & URL:	University Senate Bylaws
Recommendation:	The ERG Committee recommends that the Senate approve the revised School of Architecture, Planning and Preservation Plan of Organization.
Committee Work:	<p>The ERG Committee began its review of the Plan in May 2015. It identified and shared with ARCH concerns over the lack of staff participation in the Plan's governance structure and the composition of its Plan review committee. ARCH returned another draft with more extensive changes in June 2016.</p> <p>An ERG subcommittee reviewed the revisions, and reported its findings to the full committee in November 2016. It identified missing procedures for the election of University Senators and for the conduct of standing committees. It also expressed concern over the lack of representation for professional track faculty at <50% FTE, and identified numerous instances of ambiguous or confusing language. The ERG Committee shared this feedback with ARCH later that month.</p>

	<p>ARCH submitted a revised draft in February 2017 that fully addressed the committee's concerns.</p> <p>On March 7, 2017, the ERG Committee voted to approve the revised Plan contingent on its approval by the ARCH Assembly. The ARCH Assembly approved the Plan on April 6, 2017.</p>
Alternatives:	The Senate could reject the revised Plan of Organization.
Risks:	There are no associated risks.
Financial Implications:	There are no financial implications.
Further Approvals Required:	Senate approval, Presidential approval

Senate Elections, Representation, & Governance Committee

Report on Senate Document #14-15-38

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

April 2017

2016-2017 ERG Committee Members

Marc Pound, Chair
Deidra Adams, Ex-Officio Director of UHR Rep
Kathleen Denz, Ex-Officio VP IRPA Rep
Sabrina Baron, Faculty
Qingbin Cui, Faculty
Toby Egan, Faculty
Andrew Horbal, Faculty
Anne Raugh, Faculty
Ellin Scholnick, Faculty
Holly Ostrout, Exempt Staff
Cliffornia Royals Pryor, Non-Exempt Staff
Navaneeth Bodla, Graduate Student
Christopher Martin, Graduate Student
Ruby Chervin, Undergraduate Student
Talatha Mah'Moud, Undergraduate Student

BACKGROUND

The University Plan of Organization mandates that all Colleges and Schools be governed by a Plan of Organization. These Plans must conform to stipulations and principles set forth in the Plan, the Bylaws of the University Senate, the Policy on Shared Governance in the University System of Maryland, and best practices in shared governance. Revisions to the Plan of Organization of each College, School, and the Library must be reviewed and approved by the University Senate. These reviews are principally conducted by the Senate Elections, Representation, & Governance (ERG) Committee.

The current Plan of Organization for the School of Architecture, Planning and Preservation (ARCH) was approved by the Senate and President in May 2014. On April 8, 2015, ARCH submitted revisions to the committee structure outlined in its Plan.

COMMITTEE WORK

In May 2015, the ERG Committee provided feedback on the proposed revisions to the ARCH Plan. The committee raised concerns about the lack of staff participation on the Committee on Administration (Technology, Communication, and Facilities), the definition of staff (what is meant by “other than Directors”), and the composition of the Plan review committee. In June 2016, the School submitted more extensive revisions to its Plan. An ERG subcommittee reviewed these revisions in September and October 2016, and presented its report to the full committee in October 2016. The ERG Committee reviewed the subcommittee’s recommendations, and returned its feedback to ARCH in November 2016.

The committee noted missing procedures for electing University Senators, missing committee provisions (including quorum requirements, term lengths, and frequency of meetings), inconsistent election procedures, and missing provisions for the review of the Plans of Organization of ARCH’s individual programs. Additionally, the committee expressed concerns about the lack of representation for faculty at <50% FTE, and the fact that the Staff Advisory Committee was appointed rather than elected. The committee also identified numerous instances of ambiguous or confusing language.

ARCH submitted a revised draft in February 2017 that addressed the committee’s concerns. In its response, ARCH clarified that it had a relatively small number of staff who preferred the Staff Advisory Committee function as a committee of the whole, rather than an elected body. Additionally, it noted that at least one of its programs contains only professional track faculty, which addressed the ERG Committee’s concern over potentially inadequate professional track faculty representation. ARCH further agreed to expand the definition of the “faculty” constituency to include faculty at <50% FTE. It also added missing committee specifications and clarified ambiguous language. The committee carefully reviewed the proposed revisions, and recommended additional, minor changes, which were accepted by ARCH.

At its meeting on March 7, 2017, the ERG Committee voted unanimously to approve the Plan, pending approval by the ARCH Assembly. The ARCH Assembly approved the revised Plan on April 6, 2017.

RECOMMENDATIONS

The Elections, Representation, & Governance Committee recommends that the Senate approve the revised Plan of Organization for the School of Architecture, Planning and Preservation.

APPENDICES

Appendix — 2014 ARCH Plan of Organization

**The School of Architecture, Planning, and Preservation (ARCH)
Plan of Organization**

Approved by Vote of School Assembly, April 6, 2017

PREAMBLE

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

**ARTICLE 1
NAME AND DEFINITIONS**

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

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

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

1.2 The following terms used in this Plan have the meanings set forth below when the terms are capitalized in the Plan:

1.2.1 The term "Professional Track Faculty (PTK)" shall include:

1.2.1.1 Professional Track Faculty as defined in the School's Professional Track Faculty (PTK) Policies and Procedures for Appointment, Evaluation, and Promotion.

1.2.1.2 PTK Faculty hold titles as provided for by University of Maryland policy

on Professional Track Faculty – II.1.00(G).

- 1.2.2 “Dean’s Advisory Committees,” or DACs, refers to the following: Faculty Advisory Committee [Article 4.4], Student Advisory Committee [Article 6.1], Staff Advisory Committee, [Article 3.5].
- 1.2.3 The “Dean’s Merit Pool Fund” is the 50% of the merit funds distributed by the Dean in accordance with the provisions in Article 8.1.2.2.
- 1.2.4 The term “Faculty” when used in this Plan shall include: all tenured and tenure track faculty (T/TTK), all professional track faculty (PTK) and all Professors of the Practice.
- 1.2.5 “Programs” refers to one or more of the five degree granting programs in the School: Architecture Program (ARCH), Urban Studies and Planning Program (URSP), Historic Preservation Program (HISP), Real Estate Development Program (RDEV), and Urban and Regional Planning, and Design Program (URPD).
- 1.2.6 The term “School-Wide” refers to all Programs administered by the Dean in accordance with the terms herein as part of the School of Architecture, Planning, and Preservation.
- 1.2.7 The term “Faculty Merit Pay Fund” is the 50% portion of the merit pool distributed by the Faculty Merit Pay Committee in accordance with Article 8 hereof.
- 1.2.8 The term “Staff” includes all exempt and non-exempt administrative personnel, holding full time or part time appointments to professional and support positions, other than Program Directors, who do not otherwise hold teaching or research appointments and are not Students. Staff does not include hourly employees or graduate assistants.
- 1.2.9 The term “Students” shall include all graduate and undergraduate students who are enrolled in the School’s Programs and are candidates for a degree or certificate.

ARTICLE 2 VISION AND MISSION

- 2.1 The School’s mission is to educate Architects, Planners, Preservationists, Developers and the many allied stakeholders whose professional work and scholarship focuses on the quality of the built environment and promotes social justice, cultural value, resource conservation and economic opportunity.
- 2.2 We take advantage of our unique location in a region that features the nation’s capital and the post-industrial City of Baltimore, and links the Appalachian Mountains to the

Atlantic Ocean while surrounding the Chesapeake Bay. Maryland's opportunities and challenges are found in its diverse communities, explosive growth and extensive historic resources.

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

ARTICLE 3 ADMINISTRATION

Programs. The School has a programmatic structure, rather than a departmental structure, and a Director heads each Program. See 1.2.5 for a list of the five degree granting programs.

- 3.1 Affiliated Units. Units affiliated with the School include the following:

- 3.1.1 The National Center for Smart Growth Research and Education which is also affiliated with the School of Public Policy, the Clark School of Engineering and the College of Agriculture and Natural Resources. The Center is administratively housed at the School.
- 3.1.2 The Environmental Finance Center which is administered and housed at the School.
- 3.1.3 The Colvin Institute of Real Estate Development which is administered and housed at the School.
- 3.1.4 The Economic Development Administration University Center which operates under a grant from the Economic Development Administration of the US Department of Commerce and is administered and housed at the School.

- 3.2 The Dean

- 3.2.1 Appointment and Terms. The Dean is the chief executive officer of the School. The Dean is appointed and reviewed in accordance with University policy.
- 3.2.2 Duties and Responsibilities. The Dean shall:
 - 3.2.2.1 Exercise his or her authority consistent with the powers and responsibilities delegated by the Senior Vice President for Academic Affairs and Provost.
 - 3.2.2.2 Exercise his or her duties and responsibilities as set forth herein

below in consultation with the Directors and the Dean's Advisory Committees.

- 3.2.2.3 Working with Faculty, Staff, and Students, formulate, modify, update and otherwise implement the Strategic Plan for the School in accordance with the governance procedures of this Plan. The Plan shall be updated as needed or at the request of the Provost.
- 3.2.2.4 Formulate, recommend and present administrative policies to the Directors and the Dean's Advisory Committees for their advice and recommendations.
- 3.2.2.5 Administer the educational policies and programs of the School, as proposed and adopted by the Faculty in accordance with the provisions of this Plan of Organization.
- 3.2.2.6 Report to the Dean's Advisory Committees any actions taken on any of its recommendations or recommendations from other committees relevant to the Committees' duties and responsibilities.
- 3.2.2.7 Meet monthly, or more frequently as necessary, with the Directors and the Dean's Advisory Committees, in order to consult on all of the matters herein.
- 3.2.2.8 In consultation with the Dean's Advisory Committees and the Directors, prepare the School's budget.
- 3.2.2.9 Inform the Faculty in writing, and at a meeting of the Faculty, of: a) the proposed annual budget of the School for the upcoming year, and b) the expenditures of the prior year by Program and category of expenditures.
- 3.2.2.10 In consultation with the Dean's Advisory Committees, the Directors and the Committee on Administration (Article 7.6), plan for and oversee, the maintenance and use of the buildings, equipment and spaces assigned to the School.
- 3.2.2.11 Delegate to each Program Director the responsibility for matters internal to his/her Program, including the direction, accreditation, administration, management and expenditures of the approved annual budget of his/her respective Program.
- 3.2.2.12 Annually conduct a Performance Evaluation for each faculty member in the categories specified in 1.2.4, which shall include a meeting with the faculty member, and consideration of:

- (a) University student Course Evaluation Reports,
- (b) Any available peer evaluation of teaching reports per the “Policy and Procedures for Peer Evaluation of Teaching,”
- (c) Reports of the activity of the Faculty as specified by the Dean’s Office or as directed by the Provost’s Office, and Current Curriculum Vitae.

3.2.2.13 In the event a faculty member receives a negative performance evaluation,

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

3.2.2.14 With respect to merit rankings and merit pool distribution

- (a) Receive and implement the ranking and merit increment determinations of the Faculty Merit Pay Committee (Article 8) for the 50% portion of the merit pool distributed by the Committee,
- (b) Allocate the Dean’s Merit Pool Fund as provided for in Article 8.1.2.2, after
 - (i) Taking into account the recommendations of each of the Directors, and
 - (ii) In any case where the Dean’s allocation of the DMPF differs from the recommendation of the Director provide a written

explanation of the differences to the Director.

(c) Report in writing to each faculty member the merit ranking and amount of the Faculty Merit Pay Fund as well as the Dean's Merit Pay Fund, if any, as provided for in Article 8.7.

3.2.2.15 After receiving recommendations from the Faculty and any search committees appoint any Associate Dean or Director.

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

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

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

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

3.2.2.20 Provide information to, and otherwise support the work of, the APT Committee as provided in the School's APT Policies and Procedures in Article 5.

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

3.2.2.22 With respect to promotions to Adjunct II,

(a) Review any recommendations from a Program Director in accordance with 3.4.3.8 for change in status of a Lecturer from Adjunct Faculty I to Adjunct Faculty II and after review and consideration of the recommendation package;

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

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

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

3.3 Associate Deans

- 3.3.1 Appointment and Terms. Associate Deans shall be appointed and reviewed in accordance with applicable University and System Policy after the Dean requests and receives recommendations from the Faculty. Associate Deans serve at the pleasure of the Dean.
- 3.3.2 Duties and Responsibilities. The Associate Deans report to the Dean and shall be responsible for all tasks delegated by the Dean. The delegation of such tasks shall be made in writing and in consultation with the Directors and the Faculty Advisory Committee.

3.4 Program Directors

- 3.4.1 Appointment. Each Program shall be administered by a Program Director appointed by the Dean. Program Directors shall be appointed and reviewed in accordance with the applicable University and System Policy after the Dean requests and receives recommendations from the Faculty. Program Directors serve at the pleasure of the Dean.
- 3.4.2 Duties and Responsibilities. The Program Directors report to the Dean and are responsible for:
 - 3.4.2.1 Overseeing the academic standards and academic services related to the degree and certificate programs offered in their Program.
 - 3.4.2.2 The administration of their Program, including: recruitment; admissions, graduate assistantships, accreditation, scheduling of courses, administering the annual Program budget and expenditures, and such other matters as necessary for the Program to operate efficiently and effectively.
 - 3.4.2.3 Calling meetings of the Program faculty in accordance with this Plan.
 - 3.4.2.4 Supporting the Dean's administrative efforts, both internal and external to the School.
 - 3.4.2.5 Implementing the Strategic Plan of the School as it pertains to the Program administered.
 - 3.4.2.6 With respect to Annual Work Load Distribution Plans:

- (a) Requiring from each Program faculty member, a proposed Work Load Distribution Plan,
 - (i) which proposes a distribution of work load among the three standard areas of University faculty work load those being: Research and Creative Activity (35 - 45%), Teaching and Advising (45 - 55%), and Service (5 – 15%), with
 - (ii) Area distributions that may vary from 0 to 95%, except that Service must be at a minimum of 5%, unless,
 - (iii) An exception to the minimum Service requirement in (ii) above, is required for any Professional Track faculty members who are funded at 100% level of effort through external support.
 - (b) Meeting with each Program faculty member to discuss the proposed Distribution Plan in advance of a final determination,
 - (c) Approving for each Program faculty member an individual Work Load Distribution Plan, and forwarding the approved Work Plan to the Dean prior to the Dean's Annual Performance Review.
 - (d) Any faculty member who disagrees with the Work Load Distribution Plan approved by the Director, may raise the issue with the Dean during the Annual Performance review as provided for in Section 3.3.2.13.
- 3.4.2.7 In each year, regardless of whether or not merit pay is available, carrying out the provisions of the School's Merit Pay Distribution Plan as set forth in Article 8 of this Plan of Organization.
- 3.4.2.8 In consultation with the Program's faculty, formulating and implementing a Plan of Organization for the Program and reviewing for revision at least every five (5) years.
- 3.4.2.9 In consultation with Program's faculty, preparing for Program accreditation, if applicable to the Program, and Program compliance with University accreditation procedures.
- 3.4.2.10 Organizing the Program's faculty to assure that there is appropriate faculty advising for all graduate students in the Program, and a system for undergraduate advising for any Program with undergraduate students.
- 3.4.2.11 Representing the Program to the University, as well as to

professional and scholarly organizations and the public at large.

3.4.2.12 Identifying sources of third-party funds for the Program in support of students and faculty.

3.4.3 Duties and Responsibilities with Respect to PTK Faculty. The duties and responsibilities for the Program Director with regard to PTK faculty members, are:

3.4.3.1 Selection and Verification. Provide to the Dean credentials for appointments and verification of meeting the requisite process for selection as described in the School's Professional Track Faculty (PTK) Policies and Procedures for Appointment, Evaluation, and Promotion.

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

- (a) Position title;
- (b) Contract term;
- (c) Per course compensation;
- (d) Description of the course assignment;
- (e) Institution benefits, if any;
- (f) Information regarding faculty policies and procedures, including performance and evaluation policies;
- (g) Notice of the procedure for cancellation of a course before the start date based on changed circumstances in class enrollment, availability of resources or other factors;
- (h) Notice that for fall and spring semester classes for which an PTK member has received a contract prior to 30 days from the start of class, cancellation of a class without assignment to an alternative course at the same level of compensation shall result in a cancellation payment equal to 10% of the payment amount specified in the contract or appointment letter for that class; and
- (i) Information about eligibility for and benefits associated with designation as Adjunct Faculty II status, if applicable.

3.4.3.3 Provide directly, or through School staff, Program Directors and faculty members, support for PTK faculty, including the following:

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

3.4.3.4 Information and Training. For new PTK faculty members, provide introductory information and training as follows:

- (a) Campus, School and Program orientation and overview;
- (b) Introduction to teaching policies and resources;
- (c) Training in using ARES, TESTUDO, ELMS and other course administration and learning instruction information technology.

3.4.3.5 Professional Development. Provide, to the extent feasible, professional opportunities for PTK faculty members on campus and when feasible off campus, among them:

- (a) Invitations to Program, School, and University events;
- (b) On and off campus training opportunities in their substantive areas as well as on campus support for teaching technologies;
- (c) Mentoring; and
- (d) Invitations, and support, if feasible, to attend academic conferences that would enhance the teaching in their field of expertise

3.4.3.6 PTK Faculty (<50% FTE) Performance Evaluations. Undertake PTK faculty performance evaluations, using the same criteria for teaching evaluation as used for tenure and tenure-track faculty, including, among other things:

- (a) A review of student evaluations with the instructor after each course offering, including discussion and proposals, if any, for modifications and improvements to the course;
- (b) Classroom visitation and observation by the Program Director or Program faculty designated by the Director
 - (i) At least once during the first term an instructor teaches a course, and
 - (ii) Thereafter as may be indicated
 - (A) Necessary or useful for evaluation and counseling purposes, or
 - (B) If the student evaluation average rating was less than the average for the School, or
 - (C) If the instructor requests an evaluation based on a peer teaching observational visit.
- (c) Maintain a record in a personnel file of all such evaluations and notes from each meeting, which shall be consulted when decisions regarding promotion, compensation and any subsequent appointments are made.

3.4.3.7 Appointment, Evaluation, and Promotion of PTK faculty with appointments 50% or greater. This procedure is described in the School's "Professional Track Faculty (PTK) Policies and Procedures

for Appointment, Evaluation, and Promotion.”

3.4.3.8 Promotion to Adjunct Faculty II. Program Directors shall follow the following procedures and policies when recommending designation of an Adjunct Faculty I instructor to status as Adjunct Faculty II for those PTK faculty engaged in teaching with a less than 50% appointment.

- (a) Upon receipt of an application in writing from an Adjunct Faculty I instructor, for designation to Adjunct Faculty II status, verify that such instructor has taught the necessary number of course credits within the last 5 academic years (as established in the University of Maryland Policy on the Employment of Adjunct Faculty);
- (b) If eligibility is verified, the Program Director shall conduct a review to determine if the instructor has a record of high-quality teaching performance, which shall be measured by:
 - (i) Student evaluations for all courses taught in the preceding 3 years, that in sum are at or above the average of the Program faculty teaching evaluation scores over the same three year period;
 - (ii) A summary of written student comments that qualitatively show a high level of teaching performance;
 - (iii) The Program Director’s evaluation(s) as to classroom observations are consistently positive with respect to preparation and organization, student engagement, content delivery and responses to student questions; and
- (c) Make a recommendation, whether positive or negative, to the Dean with respect to a change in status to Adjunct Faculty II. The lack of or incompleteness of course evaluations for courses taught by an Adjunct Faculty I may not be used as the basis for a recommendation against a designation to Adjunct Faculty II status.

3.5 School Staff

3.5.1 The Dean shall hire administrative staff, in accordance with University of Maryland Human Resources Policies.

3.5.2 The Staff Advisory Committee convenes as a committee of the whole.

3.5.3 Meetings. The Staff Advisory Committee shall meet to advise the Dean monthly on matters of interest and concern to the School’s staff. A quorum

consists of at least two-thirds of the members; a positive vote will be based on a simple majority of those present.

ARTICLE 4 FACULTY

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

- 4.1.1 Formulate curricula and educational policy.
- 4.1.2 Carry out the teaching, research, professional and creative work, and service activities of the School.
- 4.1.3 Recommend to the Dean students for the award of degrees.
- 4.1.4 Consider and deliberate questions of School governance.
- 4.1.5 Advise the Dean and/or Directors on formulation and implementation of the Strategic Plan.
- 4.1.6 Advise Students on their courses and curriculum path.
- 4.1.7 Advise Students on theses, final projects, capstones and dissertations.
- 4.1.8 Carry out the provisions of the School's Merit Pay Distribution Plan in accordance with Article 8.
- 4.1.9 Serve as a faculty mentor when appointed by the Dean in accordance with Section 3.2.2.21, including:
 - 4.1.9.1 Annual review of a candidate's progress toward tenure or promotion,
 - 4.1.9.2 Submission to the candidate of a written summary of the annual review,
 - 4.1.9.3 Written recommendations, as appropriate, for actions to advance the candidate's appointment,
 - 4.1.9.4 Notification to the candidate that the mentor review and recommendations in no case constitute grounds for a candidate's appeal or grievance in the event that tenure, promotion or appointment is not recommended or awarded.
- 4.1.10 Submit a proposed Work Load Distribution Plan to the Program Director on an annual basis.
- 4.1.11 Participate from time to time in conducting Peer Evaluation of Teaching

Reports for other Program faculty members.

4.2 Meetings of the Faculty

- 4.2.1 Meetings of the Faculty will be held monthly during the fall and spring semesters or may be called by the Dean, two or more Program Directors or two or more faculty members.
- 4.2.2 A quorum is a simple majority of the members.
- 4.2.3 Meetings of the Faculty may be held upon two weeks written or electronic notice.
- 4.2.4 An agenda shall be distributed at least one (1) week prior to any such meetings, and where the agenda is of importance or interest to PTK Faculty such PTK Faculty shall receive notice and the agenda.
- 4.2.5 Minutes of any actions taken at Faculty meetings shall be distributed for electronic approval within one (1) week of their adjournment.
- 4.2.6 Chair. The meeting shall be chaired by the person calling the meeting, or such chair as is elected to serve at the meeting.

4.3 University Senate Representation

- 4.3.1 Upon being notified of a vacancy in University Senate representation of the School (ARCH is allocated one T/TTK and one PTK Senator), the Faculty Advisory Committee shall solicit nominations from the Faculty by means of a written memorandum which may be delivered electronically. The Faculty Advisory Committee will act as the elections committee in accordance with Article 4.4a of the University Plan. Tenure Track faculty shall nominate candidates for the T/TTK representative and Professional Track faculty shall nominate candidates for the PTK representative.
- 4.3.2 Faculty must submit nominations in writing, and may use electronic means to deliver the same, to the Faculty Advisory Committee no later than fifteen (15) days from the date of the Faculty Advisory Committee's memorandum. The Faculty Advisory Committee will serve as the School's elections committee in accordance with Article 4.4a of the University Plan.
- 4.3.3 Faculty shall be responsible to ascertain from any nominees, prior to submitting their names, whether they are willing to serve if elected.
- 4.3.4 Elections shall take place during the next regularly scheduled Faculty meeting (see Article 4.2), or if none is scheduled within thirty (30) days of the Faculty Advisory Committee's memorandum, then the Dean shall call a meeting of the Faculty. Tenure Track faculty shall vote for the T/TTK

representative and Professional Track faculty shall vote for the PTK representative.

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

4.4 Faculty Advisory Committee

4.4.1 Membership

- 4.4.1.1 The five (5) member Faculty Advisory Committee shall be elected by the Faculty. Each program may nominate candidates to the committee by April 1st of each year. An election will be held 30 (thirty) days after the nomination process. One member must be a PTK faculty member. Nominations to the committee shall not include Program Directors.
- 4.4.1.2 The Dean shall be an ex-officio, non-voting member of the Committee.
- 4.4.2 Chair. The Chair of the Committee shall be elected by and from the members of the Committee.
- 4.4.3 Members shall be elected for one (1) year terms, which may be renewed up to three (3) times.
- 4.4.4 Duties and Responsibilities
 - 4.4.4.1 Meet monthly or more frequently as may be necessary and as required by Article 3.2.2.7.
 - 4.4.4.2 Receive and review reports from the Dean on any actions taken on the Committee's recommendations or recommendations from other committees relevant to the Faculty Advisory Committee's duties and responsibilities as required by Article 3.2.2.6
 - 4.4.4.3 Provide consultation to the Dean in the preparation of the School's budget, in accordance with Article 3.2.2.8
 - 4.4.4.4 Receive, review and provide consultative advice to the Dean on the maintenance and use of the buildings, equipment and spaces assigned to the School, as required by Article 3.2.2.10
 - 4.4.4.5 Serve as a nominating committee for slates of candidates from which the Dean or other University administrators may make appointments.
 - 4.4.4.6 Review the Plan of Organization of each program in the School as

required.

- 4.4.4.7 Assist the Dean in the preparation and implementation of the School's Strategic Plan, and review at least every 10 years.
- 4.4.4.8 With respect to research and service proposals
 - (a) Consider, review and recommend to the Dean and Directors any research or service proposals which would require School-wide funding support or resources or faculty serving more than one Program and
 - (b) For all other single-Program related studio or service projects review and approval comes through each Program in accordance with the Plan or Organization for the Program.
- 4.4.4.9 Consider plans, objectives and strategies, and propose policies and changes in policies governing research and service opportunities and challenges for the School and make recommendations to the Dean, Directors and Faculty.
- 4.4.4.10 Respond to and prepare recommendations for awards for Faculty, both internal and external to campus. Recommendation packages may be prepared by faculty or staff from outside the Committee membership and forwarded to the Committee for consideration, and then to the Dean for submission, as necessary for University and System-wide awards.

ARTICLE 5 THE ASSEMBLY

5.1 Membership

- 5.1.1 Faculty and Staff of the School are members of the Assembly.
- 5.1.2 Students serving on the Student Advisory Committee (Article 6.1) shall be the student members of the Assembly.

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

- 5.2.1 The Faculty, with 50% FTE or greater;
- 5.2.2 The Staff; and
- 5.2.3 The Dean's Student Advisory Committee.

5.3 Meetings

- 5.3.1 The Dean shall call a regular meeting of the Assembly at least once per year. If necessary, the Dean, or two or more members of the Assembly, may call special meetings of the Assembly.
- 5.3.2 Any meeting of the Assembly, whether regular or special, shall
 - 5.3.2.1 Be preceded by at least three (3) weeks written or notice which may be delivered electronically to all the members, and
 - 5.3.2.2 Include a request for agenda items
 - (a) Which items must be received no later than two (2) weeks before the meeting, and
 - (b) May be submitted by any member of the Assembly.
- 5.3.3 A written agenda shall be distributed by electronic or surface mail to the membership at least one (1) week prior to any meeting.
- 5.3.4 The Dean shall chair all meetings of the Assembly. In the Dean's absence, an Associate Dean shall chair the meetings. In the absence of both, the Assembly shall elect a pro-tempore chair from among the Faculty present.
- 5.3.5 Any proposals that may require a vote shall be presented in writing and shall be submitted to the membership, together with the agenda, one (1) week in advance of the meeting.
- 5.3.6 Meetings of the Assembly shall be conducted in accordance with Robert's Rules of Order, except as may be otherwise specifically addressed in this Plan.

5.4 Voting

- 5.4.1 Proposals are deemed passed if:
 - 5.4.1.1 A quorum as defined in 5.2 is present.
 - 5.4.1.2 A majority of the members present vote in favor.

5.5 Duties and Responsibilities

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

- 5.5.2 The Dean may consult with or seek discussion from the School through the Assembly more frequently if he or she deems such to be beneficial to the efficient and effective administration of the School.
- 5.5.3 The matters on which the Assembly is required to vote are the following:
 - 5.5.3.1 The adoption or amendment of the Strategic Plan for the School (Article 3.2.2.3)
 - 5.5.3.2 The adoption or amendment of the Plan of Organization for the School (Article 9).

ARTICLE 6 STUDENT BODY

6.1 Dean's Student Advisory Committee

- 6.1.1 Members of the Student Advisory Committee shall be determined in accordance with each Program's Plan of Organization.
- 6.1.2 The Student Advisory Committee shall be composed of student representatives as follows:
 - 6.1.2.1 One from the Undergraduate Architecture Program,
 - 6.1.2.2 One from the Graduate Architecture Program,
 - 6.1.2.3 One from the Graduate Urban Studies and Planning Program
 - 6.1.2.4 One from the Graduate Historic Preservation Program,
 - 6.1.2.5 One from the Graduate Real Estate Development Program, and
 - 6.1.2.6 One from the Ph.D. in Urban and Regional Planning, and Design Program.
 - 6.1.2.7 Leaders of various student organizations will serve as ex-officio members.
- 6.1.3 Members of the Committee shall serve for one (1) year terms.
- 6.1.4 The Dean shall meet with the Student Advisory Committee at least once each fall and spring term, and at such additional meetings as deemed necessary by the Dean or two (2) or more student members of the Committee.
- 6.1.5 The duties of the Student Advisory Committee are to advise the Dean as to

issues of interest and import to the School's Students.

6.2 Program Student Advisory Councils

6.2.1 Each Program Director shall meet with a representative group of at least three (3) and no more than seven (7) students from each Program as identified in 6.1.2 above,

6.2.1.1 At least once each fall and spring term, or

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

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

ARTICLE 7 COMMITTEES

7.1 Committees Generally

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

7.1.2 Standing Committees of the School are the Dean's Advisory Committee as identified in 7.2 below, hereinabove, and the other committees specified in this Article 7 below, including the membership, term and scope of the committee duties and responsibilities.

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

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

7.2.1 Faculty Advisory Committee, with membership, duties and responsibilities as set forth in Article 4.4 above:

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

7.2.3 Staff Advisory Committee, as set forth in Article 3.5.

7.3 Committee on Programs, Courses and Curriculum (PCC)

7.3.1 Membership

- 7.3.1.1 The Committee shall be composed of six (6) members.
- 7.3.1.2 Four (4) PCC members shall be appointed by the Dean, upon receiving nominations from the Faculty Advisory Committee, from among the Faculty to include:
 - (a) One member to represent the Architecture Program,
 - (b) One from the Historic Preservation Program,
 - (c) One from the Urban Studies and Planning Program,
 - (d) One from the Real Estate Development Program, and
- 7.3.1.3 Two student representatives shall be appointed by the Dean, one undergraduate and one graduate student, who are in good and regular academic standing and proposed by the Student Advisory Committee.
- 7.3.1.4 The Chair of the Committee shall be annually elected by the members from among the members of the Committee.
- 7.3.1.5 The Chair may invite such additional members of the Staff, Faculty and adjunct faculty as non-voting members as may be necessary or effective to address any particular agenda item.
- 7.3.2 Term. Members shall be appointed for one (1) year terms, which may be renewed up to three (3) times, except for Programs where faculty size requires renewal thereafter.
- 7.3.3 Duties and Responsibilities
 - 7.3.3.1 Formulate the long-range educational goals and academic policies of the School for recommendation to the Faculty for consideration and vote.
 - 7.3.3.2 Consider and prepare responses to University level curricular proposals and educational policies for recommendation to the Faculty for consideration and vote.
 - 7.3.3.3 Meet with each Program Director at least every five (5) years to summarize and assess the educational programs and curricula of the School and recommend measures to the Faculty on the most effective use of resources and an appropriate level of coordination among the various programs.
 - 7.3.3.4 Recommend to the Faculty changes in curriculum that are:

- (a) Multi-disciplinary or cross-disciplinary between the Programs, such as joint or dual degrees or new courses that are to be cross listed for the Programs or use faculty from more than one Program.
- (b) New certificate or degree programs as may be submitted by the Faculty and Directors.

7.3.4 Procedures

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

- (a) Shall be approved by the Program faculty and forwarded to the Chair of the PCC for review and approval by the Chair.
- (b) The Chair of the PCC shall make a determination as to whether any Program matter submitted from the Program to the Chair for approval under (a) above should be submitted to the full PCC for action in accordance with 7.3.3.4 and 7.3.4.2 before forwarding to the Dean or Associate Dean.
- (c) If no additional review is required in the Chair's determination under (b) above, the internal course and curricular matter submitted under (a) above will be forwarded to the Dean or Associate Dean for Academic Affairs for forwarding to the appropriate University-wide committees as may be required.

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

- (a) The recommendation of the Program on such matters shall be submitted to the PCC for review and approval.
- (b) Matters reviewed and approved by the PCC are forwarded to the Dean or Associate Dean for Academic Affairs for submission to the applicable University-wide committees for review and approval.

7.4 Appointment, Promotion, and Tenure Committee (APT)

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

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

7.4.1.2 In the case of appointment or promotion to the rank of Professor, membership shall include all faculty holding that rank.

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

7.5 Professional Track Appointment, Evaluation and Promotion Committee (AEP)

7.5.1 Membership, Policies and Procedures. The membership of the AEP Committee and its policies and procedures are established in the School's "Professional Track Faculty Policies and Procedures for Appointment, Evaluation, and Promotion" document (approved 4/27/16).

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

7.6.1 Membership

7.6.1.1 After recommendations from the Dean's Advisory Committees, the Dean shall appoint six (6) members as follows:

- (a) Three members of the Faculty selected from the program units (Architecture, Historic Preservation, Urban and Regional Planning, and Real Estate) on a rotating basis and in alphabetical order.
- (b) One member from the School's Staff,
- (c) One PTK Faculty member, and
- (d) One student member of the Student Advisory Committee.

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

- (a) The Dean,
- (b) The Associate Dean for Academic Affairs,
- (c) The Director of IT Services,
- (d) The Architecture Branch Library librarian, and

(e) The Assistant Dean for Internal Affairs and Budget.

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

7.6.1.4 The Chair of the Committee shall be annually elected by and from the members of the Committee.

7.6.2 Meetings

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

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

7.6.3 Duties and Responsibilities

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

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

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

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

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

7.6.3.4 Provide advice and counsel to the Director of IT and the Dean as to the acquisition and deployment of technology in support of teaching,

research, outreach and service activities of the School.

- 7.6.3.5 Provide advice and counsel to the Dean and Directors as to matters of internal and external communications, including policies on posting of announcements, internal video screens, the School's web page, recruitment materials, annual reports and other means of communication with the Faculty, current and prospective students, alumni, and friends of the school.
- 7.6.3.6 Provide advice and counsel to the Dean and Directors as to matters relating to the use of School and University facilities, including policies on office and classroom assignments or reassignments, as well as the galleries, laboratories, library, the Great Space and all common areas currently or in the future primarily assigned by the University for the School's use.

7.7 Committee on Student and Alumni Affairs

7.7.1 Membership

- 7.7.1.1 After recommendation of membership from the Advisory Committees the Dean shall appoint six (6) members as follows:
 - (a) Three (3) members of the Faculty selected from the program units (Architecture, Historic Preservation, Urban and Regional Planning, and Real Estate) on a rotating basis and in alphabetical order,
 - (b) One member from the Staff Advisory Committee,
 - (c) Two members from the Student Advisory Committee.
- 7.7.1.2 Ex-Officio, non-voting members of the Committee are:
 - (a) The Dean,
 - (b) The Student Affairs Assistant Director,
 - (c) The Associate Dean for Academic Affairs, and
 - (d) The Development Officer.
- 7.7.1.3 The Chair may invite as non-voting members:
 - (a) The entire Staff and Student Advisory Committee members, in the event the topics of discussion would benefit from wider discussion, and

- (b) Such additional members of the Staff and T/TTK and PTK Faculty as may be necessary or effective to address any particular agenda item.

7.7.1.4 The Chair of the Committee shall be annually elected by and from the members of the Committee.

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

7.7.3 Meetings

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

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

7.7.4 Duties and Responsibilities

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

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

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

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

- (b) Conduct a hearing with at least three (3) members of the

Committee present, of which one will be a student. This hearing will include written or oral testimony and documents provided by the student and such other members of the School as may be useful to the Committee, and

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

7.8 Committee on Diversity and Inclusion

7.8.1 Membership

7.8.1.1 After having received recommendations from the Faculty, Student, and Staff Advisory Committees, the Dean shall appoint:

(a) Two students, one to be a graduate student and one to be an undergraduate student, as nominated by the Student Advisory Committee,

(b) Two faculty members, as nominated by the Faculty Advisory Committee. Nominations to the committee shall not include Program Directors, and

(c) Two staff members, nominated by the Staff Advisory Committee.

7.8.2 Term. Members shall be appointed for a three (3) year term, which may be renewed once, with the first members appointed as follows, so that membership will have continuity from year to year: 2 to a 1-year term, 2 to a 2-year term, and 2 to a 3-year term. The Dean will follow the procedures in 7.8.1.1 when filling vacancies.

7.8.3 Chair

7.8.3.1 The Chair shall be a faculty member elected by and from the members of the Committee.

7.8.3.2 The Chair will also serve as the School's Diversity Officer.

7.8.4 Meetings

7.8.4.1 The Chair shall call at least one (1) meeting each term and such additional meetings may be requested by any two members or the Dean.

7.8.4.2 The Chair shall provide written or electronic notice of the meeting at least seven (7) days in advance, along with an agenda, and a revised agenda at least three (3) days in advance, if additional items are added, pursuant to 7.8.4.3 below.

7.8.4.3 Any member may add items to the agenda up to five (5) days prior to the meeting.

7.8.5 Duties and Responsibilities. The Committee shall:

7.8.5.1 Summarize and celebrate diversity and inclusion activities at the annual School Assembly.

7.8.5.2 At the first meeting of the academic year, identify and plan for a shared activity or focused effort the Committee will undertake in that academic year.

7.8.5.3 On or before the last meeting of the academic year, identify a speaker, topic and date for the annual D&I Lecture for the upcoming academic year.

7.8.5.4 Create an assessment tool and implement on a periodic basis.

7.8.5.5 Develop action items to enhance and support diversity and inclusion in the school, for consideration by the Dean and the Faculty Advisory Committee for implementation.

7.8.5.6 Assess the Diversity and Inclusion Plan every third year beginning in 2018.

7.8.5.7 Monitor the actions and activities of Diversity and Inclusion as implemented in the School.

7.8.5.8 Promote the Diversity and Inclusion agenda for the School.

ARTICLE 8 FACULTY MERIT PAY COMMITTEE

8.1 Faculty Merit Pay Distribution

8.1.1 Faculty merit ratings and distributions of merit pay must be distributed in accordance with the provisions of this article and the requirements of the University Policy on Faculty Merit Pay Distribution.

8.1.2 Pool Distribution Generally

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

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

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

8.2 Membership

8.2.1 The members of the Faculty Merit Pay Committee for the School:

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

- (a) Need not be a member of any Program Merit Pay Subcommittee,
- (b) Are elected by a majority of the T/TTK and PTK (with >50% FTE) faculty of the Program in a secret ballot, after receipt of nomination(s), and
- (c) Reflect the gender and racial diversity of the School as well as the breadth of scholarly interests within the School over a period of years.

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

8.3 Program Merit Pay Subcommittees. Programs with more than three (3) T/TTK or PTK (with >50% FTE) faculty may, but are not required to, establish a Merit Pay Subcommittee which, if established, shall:

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

8.3.2 Meet at least once each year, with such additional meetings as may be necessary for making fair and informed merit recommendations, even in such years as there is no merit pool to distribute, in order to provide the Faculty Merit Pay Committee with its ranking recommendations in accordance with the procedures set forth in Article 8.5.

8.3.3 Following the ratings of a program's faculty by a Program Merit Pay

Subcommittee, the Subcommittee shall deliver the Subcommittee ratings to the Director and meet with the Program Director, at the Subcommittee's option, to discuss its ratings, rankings and recommendations.

8.4 Duties and responsibilities of each Director.

- 8.4.1 Forward any Program Subcommittee ratings to the Faculty Merit Pay Committee;
- 8.4.2 Conduct his/her own evaluation and ranking of each Program faculty member in accordance with the procedures set forth in Article 8.5 below with verification of the Work Load Distribution Plan approved by the Director and Dean for the year being assessed;
- 8.4.3 Deliver the Director's rankings and approved Work Load Distribution Plan for each Program faculty member to the Faculty Merit Pay Committee; and
- 8.4.4 Meet with the Dean and provide recommendations for any special allocation from the Dean's Merit Pay Funds for outstanding service to the Program's initiatives or correcting other pay and fairness issues noted by the Director.

8.5 Merit Pay Evaluation Procedures

- 8.5.1 The Program Merit Pay Subcommittee shall, on a timely basis, collect and evaluate:
 - 8.5.1.1 Student evaluations,
 - 8.5.1.2 Reports of peer teaching evaluation (per School policy),
 - 8.5.1.3 Reports of the activities of the Faculty as specified by the Dean's Office or as directed by the Provost's Office.
 - 8.5.1.4 A current Curriculum Vitae, and
 - 8.5.1.5 The Director approved Work Load Distribution Plan allocated to one or more of the following categories (provided that Service may not be allocated less than 5% except in cases identified in 8.5.1.6 below):
 - (a) Research and Creative Activity (0 – 95%)
 - (b) Teaching and Advising (0 – 95%), and
 - (c) Service (5% -100%).
 - 8.5.1.6 An exception to the minimum 5% service requirement may be necessary, and distribution to increase one or both of the categories

in (a) and (b) above, in the case of PTK faculty who are funded 100% through external support.

- 8.5.2 The Faculty Merit Pay Committee, or Program Merit Pay Subcommittee as the case may be, shall evaluate and rate each faculty member on a scale of 0-5, with 5 being the highest rank and 0 being the lowest, with
 - 8.5.2.1 A score for each faculty member in each of the categories identified in 8.5.1.5 above from 0 - 5 which reflects the quality of the effort in that area, whereafter
 - 8.5.2.2 The score for each category shall be adjusted by the weight of the percentage of effort identified in the faculty member's approved Work Load Distribution Plan, and thereafter
 - 8.5.2.3 The score for each of the three areas are added to produce a single score (from 0 – 5) for each faculty member for that year.
- 8.5.3 In years when merit funds are not made available, the Program Merit Pay Subcommittees and Faculty Merit Pay Committee shall meet and conduct the merit review procedure as a matter of record to provide ratings that will be used in subsequent years when funding is made available, as the Faculty Merit Pay Committee uses a score averaged over three (3) years as required under 8.6.3. below.

8.6 Duties and Responsibilities of the Faculty Merit Pay Committee

- 8.6.1 The Faculty Merit Pay Committee shall meet at least once each year, whether or not there are funds to allocate through the Merit Pay process, and make ranking determinations and present a report to each Program Director and the Dean each year. These rankings shall be used in averaging merit rankings in those years when merit pay distributions are available.
- 8.6.2 The Faculty Merit Pay Committee shall receive, review and consider:
 - 8.6.2.1 The materials required by Article 8.5.1,
 - 8.6.2.2 All timely received merit ranking recommendations and approved Work Load Distribution Plans from the Program Directors, and
 - 8.6.2.3 All timely received reports of annual faculty merit scores from any Program Merit Pay Sub-Committees as may have been established in accordance with Article 8.3 hereof and conducted in accordance with Article 8.5 hereof.
- 8.6.3 The Faculty Merit Pay Committee shall:

- 8.6.3.1 For faculty members where no Subcommittee report is received, review the appropriate materials and assign a score for such faculty in accordance with the procedures set forth in 8.5 above,
 - 8.6.3.2 Review and adjust the merit scores received from the Program Merit Pay Subcommittees and Directors after consideration of the appropriate materials
 - 8.6.3.3 Assign a final annual score for each faculty member for the year, and
 - 8.6.3.4 Average the faculty member's annual score with scores from the two preceding years, where applicable, to obtain a 3-year average score for each faculty member.
- 8.6.4 Using the single score obtained in accordance with 8.5.2 above, for each faculty member, the Faculty Merit Pay Committee shall:
- 8.6.4.1 Rank the Program faculty from highest to lowest scores, and divide them into thirds with an upper tier, middle tier, and lower tier;
 - 8.6.4.2 Take the total sum of merit pay funds being allocated by the Committee and divide that amount by six (6) and allocate:
 - (a) 3/6th to the upper third,
 - (b) 2/6th to the middle third, and
 - (c) 1/6th to the lower third.
 - 8.6.4.3 Allocate proportionally and equally to every faculty with a 100% appointment in a tier the funds allocated to that tier.
 - (a) For faculty with less than a 100% appointment, apply the percentage of the appointment to the amount allocated for that tier, to determine the proportional amount, and
 - (b) For faculty with appointments partially in the School and partially at the National Center for Smart Growth Research and Education or elsewhere on campus, the percentage applied is the percentage of their teaching appointment in the School.
- 8.6.5 The Faculty Merit Pay Committee shall prepare a report each year of:
- 8.6.5.1 The final rating and ranking of each faculty member for that year as described in Article 8.6.3 and 8.6.4, and

- 8.6.5.2 In years when merit pay is available,
 - (a) The average of the current year ranking and the two prior years' ranking and rating of each faculty member, and
 - (b) An allocation determination of merit funding in dollar increments for each faculty member for the 50% of the merit pay to be distributed by the Faculty Merit Pay Committee.

8.6.6 Upon completion of its written report and establishment of final rankings and funding distribution, the Faculty Merit Pay Committee shall

8.6.6.1 Deliver its report and distribution of the funds to the Dean,

8.6.6.2 Include an affirmation that the Faculty Merit Pay Committee has followed the provisions herein, or indicate any areas where it has deviated from the provisions and the rationale therefor, and

8.6.6.3 If necessary, a request for a meeting with the Dean to present its report to:

(a) Discuss the faculty rankings and increment allocation determinations,

(b) The process followed or deviations therefrom, and

(c) Any recommendations for improving the procedures implementing the merit provisions herein.

8.7 The Dean's Duties and Responsibilities

8.7.1 The Dean shall allocate the Dean's Merit Pay Fund to address School-wide initiatives as well as equity and fairness imbalances, taking into account:

8.7.1.1 The Faculty Merit Pay Committee rankings,

8.7.1.2 The Directors' rankings, as well as

8.7.1.3 Consultation with each Program Director as to faculty and Program initiatives completed or proposed, as well as pay equity or fairness imbalances that the Director believes needs to be addressed.

8.7.2 The Dean shall send a letter to each faculty member containing:

8.7.2.1 The faculty member's new salary and showing the adjustments in salary due to:

- (a) Across the board cost of living adjustments,
- (b) Any merit based salary increase (or one-time payments) allocated by the Faculty Merit Pay Committee process, and
- (c) Any adjustment, either one time or salary adjustment, from the Dean's Merit Pay Fund as provided for in Article 8.1.2.2.

8.7.2.2 The Faculty Merit Pay Committee's evaluation of the faculty member, including the faculty member's merit rating score and ranking.

8.7.2.3 Notification of the right to:

- (a) Request a meeting with the Dean, and
- (b) Appeal in accordance with the provisions of Article 8.8.

8.7.3 Annually, the Dean shall review the makeup of the Faculty Merit Pay Committee over the previous five (5) years to assure that a reasonable representation of faculty diversity has been achieved and, if it has not, the Dean will take appropriate action to rectify the situation.

8.7.4 Annually, evaluate the salary structure of the School and consult with the appropriate administrators to address salary compression or salary inequities that have developed in the units of the School.

8.7.5 Obtain certification from the Faculty Merit Pay Committee that it has followed the provisions herein, or indicate areas where it has deviated from the provisions with a rationale.

8.8 Appeal Procedure

8.8.1 Within ten (10) days of receiving the notification of his or her pay allocation, any faculty member who has a question about his or her award or ranking in any year may request an appeal of the merit allocation by submitting a letter to the Dean.

8.8.2 The letter must specify the faculty member's basis for appealing.

8.8.3 The appeal will be reviewed by the Dean, the Program Director, the Faculty Merit Pay Committee, and one additional faculty member.

8.8.4 A decision will be rendered by a majority of the reviewers, which shall be delivered to the faculty member in writing.

ARTICLE IX AMENDMENTS

9.1 Review and Replacement. The Plan of Organization shall be reviewed a minimum of every ten years by a committee of three (3) members elected by and from the Faculty, one PTK faculty member elected by and from the PTK Faculty, one staff member elected by and from the Staff, an undergraduate student member elected by and from the undergraduate students, and a graduate student member elected by and from the graduate students.

9.1.1 A new Plan of Organization may be drafted at any time upon the vote of 40% of the Assembly.

9.1.2 The Student, Staff and Faculty Advisory Committees shall discuss any replacement Plan of Organization and make recommendations prior to its presentation for a vote of the Assembly.

9.2 Amendments

9.2.1 Amendments may be proposed by any member of the Assembly.

9.2.2 The Faculty, Staff and Student Advisory Committees shall discuss any proposed amendment and make recommendations back to the Assembly as to the amendment and a vote thereon.

9.3 Adoption of Plan and Amendments

9.3.1 The Plan of Organization may be amended or adopted by the Assembly.

9.3.2 Amendments or a new Plan shall be adopted upon the vote of a majority of a quorum of the Assembly in attendance.

9.3.3 A new Plan or approved amendments are subject to the approval of the University Senate and, depending on the nature of the amendments or replacement Plan, approval of the Provost, the President and the Board of Regents, as may be required by University and System policy.

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

ADOPTED
March 31, 2014

PREAMBLE

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

**ARTICLE I
NAME AND DEFINITIONS**

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

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

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

1.2 Programs.

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

1.2.1 Bachelor of Science in Architecture

1.2.2 Master of Architecture

1.2.3 Master of Science in Architecture

1.2.4 Master of Community Planning

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

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

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

1.3.1.1 Individuals who provide instructional services who are:

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

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

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

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

1.3.2.3 The Staff Advisory Committee, [Article 3.6].

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

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

1.3.4.1 All Program Directors.

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

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

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

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

1.3.5.1 Architecture Program (undergraduate and graduate) (ARCH)

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

1.3.5.3 Historic Preservation Program (graduate) (HISP)

1.3.5.4 Real Estate Development Program (graduate) (RDEV)

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

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

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

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

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

ARTICLE II VISION AND MISSION

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

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

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

ARTICLE III ADMINISTRATION

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

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

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

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

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

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

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

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

3.3 The Dean

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

3.3.2 Duties and Responsibilities. The Dean shall:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(a) University student Course Evaluation Reports,

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

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

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

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

3.3.2.14 With respect to merit rankings and merit pool distribution

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3.4 Associate Deans

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

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

3.5 Program Directors

3.5.1 Appointment

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

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

3.5.1.3 Program Directors serve at the pleasure of the Dean.

3.5.2 Performance reviews

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

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

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

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

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

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

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

3.5.3.2 The administration of their Program, including:

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

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

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

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

3.5.3.6 With respect to Annual Work Load Distribution Plans:

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

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

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

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

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

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

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

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

(a) Scheduling the observational reviews and reports by

(i) The Director, or

(ii) A Faculty member, or

(iii) An external reviewer; and

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

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

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

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

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

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

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

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

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

3.5.4.1 Selection and Verification.

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

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

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

(iii) Demonstrated teaching potential, and

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

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

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

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

(a) Position title;

(b) Contract term;

(c) Per course compensation;

(d) Description of the course assignment;

(e) Institution benefits, if any;

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

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

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

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

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

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

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

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

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

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

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

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

(c) Mentoring from senior Faculty;

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

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

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

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

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

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

(ii) Thereafter as may be indicated

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

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

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

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

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

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

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

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

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

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

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

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

3.6 School Staff

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

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

3.6.2.1 As a Committee of the whole staff, or

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

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

ARTICLE IV FACULTY

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

4.2.1 Formulate curricula and educational policy.

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

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

4.2.4 Consider and deliberate questions of School governance.

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

4.2.6 Advise graduate students on their courses and curriculum path.

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

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

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

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

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

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

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

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

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

4.3 Meetings of the Faculty

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

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

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

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

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

4.4 University Senate Representation

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

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

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

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

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

4.5 Faculty Advisory Committee

4.5.1 Membership

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

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

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

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

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

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

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

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

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

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

4.5.4 Duties and Responsibilities

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

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

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

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

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

(a) Faculty for all School committees.

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

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

ARTICLE V THE ASSEMBLY

5.1 Membership.

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

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

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

5.2.1 The Faculty,

5.2.2 The Staff, and

5.2.3 The Dean's Student Advisory Committee.

5.3 Meetings.

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

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

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

5.3.2.2 Include a request for agenda items,

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

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

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

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

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

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

5.4 Voting.

5.4.1 Proposals are deemed passed if:

5.4.1.1 A quorum as defined in 5.2 is present.

5.4.1.2 A majority of the members present vote in favor.

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

5.5 Duties and Responsibilities

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

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

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

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

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

ARTICLE VI STUDENT BODY

6.1 Dean's Student Advisory Committee.

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

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

6.1.2.1 One from the Undergraduate Architecture Program

6.1.2.2 One from the Graduate Architecture Program

6.1.2.3 One from the Graduate Urban Studies and Planning Program

6.1.2.4 One from the Graduate Historic Preservation Program

6.1.2.5 One from the Graduate Real Estate Development Program

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

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

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

6.2 Program Student Advisory Councils

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

6.2.1.1 At least once each fall and spring term, or

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

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

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

ARTICLE VII COMMITTEES

7.1 Committees Generally

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

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

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

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

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

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

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

7.3 Committee on Programs, Courses and Curriculum (PCC)

7.3.1 Membership

7.3.1.1 The Committee shall be composed of eight members.

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

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

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

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

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

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

7.3.3 Duties and Responsibilities

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

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

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

7.3.3.4 Recommend to the Faculty changes in curriculum that are:

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

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

7.3.4 Procedures

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

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

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

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

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

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

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

7.4 Appointment, Promotion, and Tenure Committee (APT)

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

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

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

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

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

7.5.1 Membership

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

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

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

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

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

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

(a) The Dean (1),

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

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

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

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

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

7.5.1.5 The Dean shall appoint the Chair of the Committee.

7.5.2 Meetings

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

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

7.5.3 Duties and Responsibilities

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

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

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

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

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

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

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

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

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

7.6 Committee on Research and Service

7.6.1 Membership

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

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

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

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

7.6.1.4 The Chair shall be the Associate Dean for Research.

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

7.6.3 Meetings

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

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

7.6.4 Duties and Responsibilities

7.6.4.1 With respect to research and service proposals

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

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

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

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

7.7 Committee on Student and Alumni Affairs

7.7.1 Membership

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

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

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

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

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

(a) The Dean (1),

(b) The Directors (5),

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

7.7.1.3 The Chair may invite as non-voting members:

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

7.7.1.4 The Dean shall appoint the Chair of the Committee.

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

7.7.3 Meetings

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

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

7.7.4 Duties and Responsibilities

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

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

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

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

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

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

ARTICLE VIII FACULTY MERIT REVIEW COMMITTEE

8.1 Faculty Merit Pay Distribution

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

8.1.2 Merit Pool Distribution Generally

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

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

(a) Solving special salary problems (salary equalization, gender balance, minority representation, etc.), or

(b) Rewarding activities that support the School's initiatives.

8.2 Membership

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

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

(i) Need not be a member of any Program Merit Pay Subcommittee, and

(ii) May be, at the option of each Program's Faculty, either

(A) Appointed by the Director, or

(B) Elected by a majority of the tenure-track and tenured faculty of the Program in a secret ballot, after receipt of nomination(s).

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

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

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

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

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

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

8.4 Duties and responsibilities of the Directors.

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

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

8.4.3 Deliver the Director's rankings and Approved Work Load Distribution Plan for each Program Faculty, to the School-Wide Merit Pay Committee; and

8.4.4 Meet with the Dean and provide recommendations for any special allocation from the Dean's Merit Pay Funds (DMPF), for outstanding service to the Program's Initiatives or correcting other pay and fairness issues noted by the Director.

8.5 Merit Pay Evaluation Procedures

8.5.1 The Program Merit Pay Committee shall, on a timely basis, collect and evaluate:

8.5.1.1 Student evaluations,

8.5.1.2 Reports of classroom visitation and observation conducted, at the option of the Director, by

(a) The Director,

(b) Other designated Faculty, or

(c) External Reviewers.

8.5.1.3 Faculty Activity Reports for those Faculty required to provide the same,

8.5.1.4 A Current Curriculum Vitae, and

8.5.1.5 The Director approved Faculty Work Load Distribution Plan allocated to one or more of the following categories (provided that Service may not be allocated less than 5% except in cases identified in 8.5.1.6 below):

(a) Research and Creative Activity (0 – 95%)

(b) Teaching and Advising. (0 – 95%), and

(c) Service (5% -100%).

8.5.1.6 An exception to the minimum 5% service requirement may be necessary, and distribution to increase one or both of the categories in (a) and (b) above, in the case of non-tenure track faculty who are funded 100% through external support.

8.5.2 The Committee, or Subcommittee as the case may be, shall evaluate and rate each faculty member on a scale of 0-5, with 5 being the highest rank and 0 being the lowest, with

8.5.2.1 A score for each faculty member in each of the categories identified in 8.3.1.5 above from 0 - 5 which reflects the quality of the effort in that area, whereafter

8.5.2.2 The score for each category shall be adjusted by the weight of the percentage of effort identified in the Faculty member's approved Work Distribution Plan, and thereafter

8.5.2.3 The score for each of the three areas are added to produce a single score (from 0 – 5) for each faculty member for that year.

8.5.3 In years when merit funds are not made available, the Program Sub Committees and School-Wide Merit Committee shall meet and conduct the merit review procedure as a matter of record to provide ratings that will be used in subsequent years when funding is made available, as the School-Wide Merit Pay Committee uses a score averaged over 3 years as required under 8.4 below.

8.6 Duties and Responsibilities of the School-wide Merit Pay Committee

8.6.1 The School-wide Merit Pay Committee shall meet at least once each year, whether or not there are funds to allocate through the Merit Pay process, and make ranking determinations and present a report to each Program Director and the Dean each year. These rankings shall be used in averaging merit rankings in those years when merit pay distributions are available.

8.6.2 The School-Wide Committee shall receive, review and consider:

8.6.2.1 The materials required by Article 8.3.1,

8.6.2.2 All timely received merit ranking recommendations and Approved Work Distribution Plans from the Program Directors, and

8.6.2.3 All timely received reports of annual faculty merit scores from any Program Merit Pay Sub-Committees as may have been established in accordance with Section 8.3 hereof and conducted in accordance with section 8.5 hereof.

8.6.3 The School-Wide Committee shall:
8.6.3.1 For Faculty where no Subcommittee report is received, review the appropriate materials and assign a score for such Faculty in accordance with the procedures set forth in 8.5 above,

8.6.3.2 Modify some or all of the merit scores received from the Program Subcommittees and Directors after consideration of the appropriate materials

8.6.3.3 Assign a final annual score for each Faculty member for the year, and

8.6.3.4 Average the Faculty member's annual score with scores from the two preceding years, where applicable, to obtain a 3-year average score for each faculty member

8.6.4 Using the single score obtained in accordance with 8.4.3 above, for each Faculty member, the School-wide Merit Pay Committee shall:

8.6.4.1 Rank the Program Faculty from highest to lowest scores, and divide them into thirds with an upper third tier, middle third tier, and lower third tier;

8.6.4.2 Take the total sum of merit pay funds being allocated by the Committee [the SWMF] and divide that amount by six (6) and allocate:

- (a) $3/6^{\text{th}}$ to the upper third,
- (b) $2/6^{\text{th}}$ to the middle third, and
- (c) $1/6^{\text{th}}$ to the lower third.

8.6.4.3 Allocate proportionally and equally to every faculty with a 100% appointment in a tier, the funds allocated to that tier.

- (a) For Faculty with less than a 100% appointment, apply the percentage of the appointment to the amount allocated for that tier, to determine the proportional amount, and
- (b) For Faculty with appointments partially in the School and partially at the National Center for Smart Growth Research and Education or elsewhere on campus, the percentage applied is the percentage of their teaching appointment in the School.

8.6.5 The School-wide Merit Pay Committee shall prepare a report each year of:

8.6.5.1 The final rating and ranking of each faculty member for that year as described in Article 8.4, and

8.6.5.2 In years when merit pay is available,

- (a) The average of the current year ranking and the two prior years ranking and rating of each faculty member, and
- (b) An allocation determination of merit funding in dollar increments for each faculty member for the 50% of the merit pay to be distributed by the Merit Pay Committee [SWMP].

8.6.6 Upon completion of its written report and establishment of final rankings and funding distribution, the School Wide Merit Pay Committee shall

8.6.6.1 Deliver its report and distribution of the [SWMP] funds to the Dean,

8.6.6.2 Including an affirmation that the School-Wide Merit Pay Committee has followed the provisions herein, or indicating any areas

where they have deviated from the provisions and the rationale therefor, and

8.6.6.3 Any request for a meeting with the Dean to present their report to:

(a) Discuss the faculty rankings and increment allocation determinations,

(b) The process followed or deviations therefrom, and

(c) Any recommendations for improving the procedures implementing the merit provisions herein.

8.7 The Dean's Duties and Responsibilities

8.7.1 The Dean shall, allocate the Dean's special merit pay pool [DMPF] to address School wide initiatives as well as equity and fairness imbalances, and taking into account:

8.7.1.1 The School-Wide Merit Pay Committee rankings,

8.7.1.2 The Directors' rankings, as well as

8.7.1.3 Consultation with each Program Director as to Faculty and Program initiatives completed or proposed, as well as pay equity or fairness imbalances that the Director believes needs to be addressed.

8.7.2 The Dean shall send a letter to each Faculty member containing:

8.7.2.1 The Faculty member's new salary and showing the adjustments in salary due to:

(a) Across the board cost of living adjustments,

(b) Any merit based salary increase (or one-time payments) allocated by the School-wide Merit Pay Committee process (SWMP), and

(c) Any adjustment, either one time or salary adjustment, from the Dean's special fund as provided for in Article 8.1.2.1 [DMPF].

8.7.2.2 The School-Wide Merit Pay Committee's evaluation of the faculty member, including the faculty member's merit rating score and ranking.

8.7.2.3 Notification of the right to:

(a) Request a meeting with the Dean, and

(b) Appeal in accordance with the provisions of Article 8.6.

8.7.3 Annually, the Dean shall review the makeup of the School-Wide Merit Pay Committee over the previous five (5) years to assure that a reasonable representation of faculty diversity has been achieved and, if it has not, the Dean will take appropriate action to rectify the situation.

8.7.4 Annually, evaluate the salary structure of the School and consult with the appropriate administrators to address salary compression or salary inequities that have developed in the Units of the School.

8.7.5 Obtain certification from the School-Wide Merit Pay Committee that they have followed the provisions herein, or indicate areas where they have deviated from the provisions with a rationale.

8.8 Appeal Procedure

8.8.1 Within ten (10) days of receiving the notification of his or her pay allocation, any faculty member who has a question about his or her award or ranking in any year, may request an appeal of the merit allocation by submitting a letter to the Dean.

8.8.2 The letter must specify the faculty member's basis for appealing.

8.8.3 The appeal will be reviewed by the Dean, the Program Director, the School-Wide Merit Pay Committee, and one additional faculty member.

8.8.4 A decision will be rendered by a majority of the reviewers, which shall be delivered to the faculty member in writing.

**ARTICLE IX
AMENDMENTS**

9.1 Review and Replacement

9.1.1 The Plan of Organization shall be reviewed every fifth year (on years ending in 0 and 5) by a committee elected by the Faculty.

9.1.2 A new Plan of Organization may be drafted at any time upon the vote of 40% of the Assembly.

9.1.3 The Student, Staff and Faculty Advisory Committees shall discuss any replacement Plan of Organization and make recommendations prior to its presentation for a vote of the Assembly.

9.2 Amendments

9.2.1 Amendments may be proposed by any member of the Assembly.

9.2.2 The Faculty, Staff and Student Advisory Committees shall discuss any proposed amendment and make recommendations back to the Assembly as to the amendment and a vote thereon.

9.3 Adoption of Plan and Amendments

9.3.1 A Plan of Organization may be amended or adopted if approved by the Faculty and forwarded to the Assembly for Discussion and Vote.

9.3.2 Amendments or a new Plan shall be adopted upon the vote of a majority of a quorum of the Assembly in attendance.

9.3.3 A new Plan or approved amendments are subject to the approval of the Dean, the Campus Senate and, depending on the nature of the amendments or replacement Plan, approved by the Provost, the President and the Board of Regents, as may be required by University and System policy.



**University Senate
TRANSMITTAL FORM**

Senate Document #:	16-17-11
Title:	Sexual Assault Prevention at the University of Maryland
Presenter:	Steve Petkas, Chair, Joint President/Senate Sexual Assault Prevention Task Force
Date of SEC Review:	April 7, 2017
Date of Senate Review:	April 19, 2017
Voting (highlight one):	<ol style="list-style-type: none"> 1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	<p>Since 2012, the University of Maryland has been reexamining and revising its approach to addressing all forms of sexual misconduct. In June 2012, the Joint President/Senate Sexual Harassment Task Force (SHTF) was formed to take an important step forward. The SHTF presented extensive recommendations to the Senate and the President in October 2013 (Senate Doc. No. 11-12-43), which resulted in the creation of a comprehensive University policy on sexual misconduct; the establishment of a Title IX Office dedicated to responding to complaints of sexual misconduct; the development of an ongoing public relations campaign directed at educating members of the campus community; and the development of an education and training program regarding sexual misconduct for all members of the campus community. In 2016, the University refined its policy and established three sets of adjudication procedures detailing the process for responding to complaints filed against faculty, staff, and students.</p> <p>The University’s efforts over the past five years have significantly influenced the campus’s response in handling sexual misconduct. We have seen dramatic increases in the number of reported cases and investigations, serious sanctions issued for those found responsible for violations of the University’s policy, and strong support and resources provided to victims of sexual misconduct by several University offices. The required online training modules for faculty, staff, and students, combined with efforts in Fall 2016 to ensure that many first-year students received face-to-face training related to sexual misconduct have increased awareness and understanding. Further, the leadership and</p>

	<p>activism of committed students has ensured sustained attention to these issues.</p> <p>As the University continues to refine its efforts to respond to incidents of sexual misconduct, prevention of sexual assault has become a growing concern among members of the campus community. The Joint President/Senate Sexual Assault Prevention Task Force (SAPTF) was created in October 2016 to develop a comprehensive plan for sexual assault prevention and to consider how such a plan could realistically be implemented at the University of Maryland.</p>
<p>Relevant Policy # & URL:</p>	<p>VI-1.60(A) University of Maryland Sexual Misconduct Policy & Procedures</p>
<p>Recommendation:</p>	<p>The SAPTF recommends a comprehensive sexual assault prevention plan for the University that includes five major areas: (I) Programming Structure, (II) Communication Strategy, (III) Coordination of the Prevention Plan, (IV) Resources & Implementation, and (V) Process Evaluation & Outcome Assessment Plan as shown in the attached report.</p>
<p>Committee Work:</p>	<p>The SAPTF began regular meetings in November 2016, and divided its work into two phases. During the fall semester, the Task Force focused on gathering information relevant to its charge. It learned about current prevention programs and initiatives at the University; considered guidance from the federal government on sexual assault prevention; reviewed education and training recommendations from the consulting firm Pepper Hamilton; conducted interviews with administrators at peer institutions; and held an open forum on November 17, 2016 to gather feedback from the campus community. The SAPTF also established an anonymous online comment form to gather additional input from community members throughout its review.</p> <p>During spring 2017, the SAPTF began developing its recommendations, while it continued to consult with students, faculty, staff, and relevant offices. In January 2017, the Task Force created subcommittees to explore programming curricula and communications plans. Subcommittees reviewed peer institution information, current efforts at UMD, and began developing recommendations. In late January 2017, the SAPTF agreed on best practices that should guide its work and initial ideas for the recommendations. Based on that discussion, the Task Force presented an initial report to the University Senate on February 9, 2017, to solicit input on its preliminary findings. In addition, the Task Force was invited to participate in a town hall meeting held by the Graduate Student Government on the issue of sexual assault prevention on January 26, 2017. The SAPTF</p>

	<p>incorporated the feedback it received from both meetings into its work. As the SAPTF continued to develop its recommendations, the chair of the Task Force consulted with offices not represented on the SAPTF that would likely be impacted by the recommendations, including the Office of Faculty Affairs, University Human Resources, the Office of International Student & Scholar Services (ISSS), the Student Organization Resource Center (SORC), the LGBT Equity Center, and the Graduate School. The Task Force chair updated the President and the Senate Chair as the SAPTF developed its recommendations to ensure that they aligned with the University's overall goals, were reasonable, and could be implemented.</p> <p>The Task Force unanimously approved the proposed recommendations on March 30, 2017.</p>
Alternatives:	The University could continue to provide existing programming, which is largely uncoordinated.
Risks:	There are no associated risks.
Financial Implications:	The University will need to provide the necessary resources for the development and implementation of all the elements of a successful comprehensive sexual assault prevention plan. Resources will be required for a dedicated staff member with primary responsibility to oversee and implement the prevention plan, as well as appropriate administrative support. Additional resources will be needed to develop programming activities, purchase and/or develop new online training, support expanded bystander intervention training, develop an overall communication plan and centralized website, develop/conduct assessments of programming activities, and sustain this effort over time.
Further Approvals Required:	Senate Approval, Presidential Approval

Joint President/Senate

Sexual Assault Prevention Task Force

Final Report

April 2017

Steve Petkas, Chair
Taylor Aguiar*
Amelia Arria
Catherine Carroll
Denzel Conyers
Corin Gioia
Diane Krejsa
Sophia Kuenzel
David Lloyd
Yvette Mann
Cheryl Plainte
Mathew Shepard
Susan Sherburne
Ann Smith
Katherine Swanson*
Omolola Taiwo
Fatima Taylor

**Taylor Aguiar withdrew from the Task Force in January 2017 due to a planned study abroad. She was replaced by Katherine Swanson.*

Table of Contents

BACKGROUND	2
CHARGE	3
TASK FORCE WORK.....	3
University Offices Providing Existing Programming and Services	4
Research and Findings	7
Peer Institution Research.....	7
Current Status of Research Evidence	8
Federal Guidance on Sexual Assault Prevention.....	11
Pepper Hamilton Report Recommendations	12
SEES Survey Results.....	13
Principles & Values	13
TASK FORCE RECOMMENDATIONS.....	14
I. Programming Structure	14
Undergraduate Students	14
Additional Student Programming.....	15
Graduate Students	17
Faculty and Staff	17
University-Wide Programming	18
II. Communication Strategy	18
Centralizing Information	19
Messaging Campaigns.....	19
Campaign Components	20
Administrative Engagement	20
III. Coordination of Prevention Plan	20
Staff Leadership & Support.....	20
Implementation & Coordination Committee.....	21
IV. Resources & Implementation.....	22
V. Process Evaluation & Outcome Assessment Plan.....	23
Expanding our Capacity for Evaluation Research.....	25
Sample Assessment Measures.....	25
Challenges of Evaluation & Assessment.....	26
IMPLEMENTATION IMPACT	26
CONCLUSION	28
REFERENCES.....	29
APPENDICES	32
Appendix 1 – Sexual Assault Prevention Task Force (SAPTF) Charge.....	33
Appendix 2 – FAQs on Responding to Sexual Misconduct at UMD.....	35
Appendix 3 – Peer Institution Research Overview.....	39
Appendix 4 – Peer Institution Examples and Highlights	45
Appendix 5 – Programming Objectives and Outcome Measures	50
Appendix 6 – College Action Plan Examples & Sample Plan.....	56
Appendix 7 – Proposed Phased Implementation Plan	58

REPORT

BACKGROUND

Since 2012, the University of Maryland (the “University”) has been reexamining and revising its approach to addressing all forms of sexual misconduct. In June 2012, the Joint President/Senate Sexual Harassment Task Force (SHTF) was formed to take an important step forward. The SHTF was charged with reviewing University of Maryland policies and protocols on sexual harassment and determining whether and how they could be improved to comport with prevailing best practices. The SHTF presented extensive recommendations to the Senate and the President in October 2013 ([Senate Doc. No. 11-12-43](#)), which resulted in the creation of a comprehensive University policy on sexual misconduct; the establishment of a Title IX Office dedicated to responding to complaints of sexual misconduct, staffed by a full-time Title IX Coordinator and Title IX Investigators; the development of an ongoing public relations campaign directed at educating members of the campus community on the University’s policies, procedures, available resources, and reporting options; and the development of an education and training program regarding sexual misconduct for all members of the campus community. The University’s policy on sexual misconduct was revised in 2015 in response to guidance from the U.S. Department of Education’s Office of Civil Rights (OCR) related to the 2013 reauthorization of the Violence Against Women Act (VAWA). In 2016, the University refined its policy again to align with new guidance from the University System of Maryland and the Office of the Maryland Attorney General, and established three sets of adjudication procedures detailing the process for responding to complaints filed against faculty, staff, and students. The University also recently established a bi-annual climate assessment survey, which monitors progress on meeting the broad goals of the campus’s training and communications programs and will periodically assess the attitudes and perceptions of students related to sexual misconduct.

The University’s efforts related to sexual misconduct over the past five years have significantly influenced the campus’s response in handling these situations. We have seen dramatic increases in the number of reported cases and investigations, serious sanctions issued for those found responsible for violations of the University’s policy, and strong support and resources provided to victims of sexual misconduct by several University offices. The required online training modules for faculty, staff, and students, combined with efforts in Fall 2016 to ensure that many first-year students receive face-to-face training related to sexual misconduct through entry-level coursework in UNIV classes have increased awareness and understanding, and the leadership and activism of committed students has ensured sustained attention to these issues.

As the University continues to refine its efforts to respond to incidents of sexual misconduct, a growing concern among members of the campus community is what the University should do to prevent the occurrence of sexual assault on our campus. In response to these concerns, the Joint President/Senate Sexual Assault Prevention Task Force (SAPTF or the Task Force) was created in October 2016 to develop a comprehensive plan for sexual assault prevention and to consider how such a plan could realistically be implemented at the University of Maryland.

CHARGE

The University President and the Chair of the University Senate jointly charged the Task Force on October 10, 2016. The Task Force was asked to review existing programs at the University, consider how existing educational programs and services offered by University offices could be coordinated into one comprehensive plan, review best practices, consider the role of alcohol in sexual assault, gather feedback from relevant stakeholders, develop a comprehensive plan for sexual assault prevention, and determine whether and how such a plan could be implemented at the University of Maryland. See [Appendix 1](#) for a list of the specific tasks included in the charge.

The charge to the SAPTF focused specifically on sexual assault prevention, rather than sexual misconduct prevention. According to the [University of Maryland Sexual Misconduct Policy & Procedures \(VI-1.60\[A\]\)](#), sexual assault is defined as “any type of actual or attempted sexual contact with another individual without that person’s consent, including sexual intercourse (rape) and attempted sexual intercourse (attempted rape).” Sexual misconduct is an umbrella term encompassing a wide range of behaviors, including sexual assault, relationship violence, sexual harassment, stalking, sexual exploitation, and sexual intimidation. While the University is committed to eradicating all forms of sexual misconduct, the Task Force was asked to focus explicitly on sexual assault prevention as a first step towards the development of a comprehensive approach to these matters.

TASK FORCE WORK

The SAPTF began regular meetings in November 2016, and divided its work into two phases. During the fall semester, the Task Force focused on gathering information relevant to its charge. It learned about current prevention programs and initiatives at the University; considered guidance from the federal government on sexual assault prevention; reviewed education and training recommendations from the consulting firm Pepper Hamilton; conducted interviews with administrators at peer institutions; and held an open forum on November 17, 2016 to gather feedback from the campus community. The SAPTF also established an anonymous online comment form to gather additional input from community members throughout its review.

During spring 2017, the SAPTF began developing its recommendations, while it continued to consult with students, faculty, staff, and relevant offices. In January 2017, the Task Force created subcommittees to explore programming curricula and communications plans. Subcommittees reviewed peer institution information, current efforts at UMD, and began developing recommendations. At its meeting in late January 2017, the SAPTF agreed on best practices that should guide its work and initial ideas for the recommendations. Based on that discussion, the Task Force presented an initial report to the University Senate on February 9, 2017, to solicit input on its preliminary findings. In addition, the Task Force was invited to participate in a town hall meeting held by the Graduate Student Government on the issue of sexual assault prevention on January 26, 2017. The SAPTF incorporated the feedback it received from both meetings into its work. As the SAPTF continued to develop its recommendations, the chair of the Task Force consulted with offices not represented on the SAPTF that would likely be impacted by the recommendations, including the Office of Faculty Affairs, University Human Resources, the Office of International Student & Scholar Services (ISSS), the Stamp Student Union - Student

Organization Resource Center (SORC), the LGBT Equity Center, and the Graduate School. The Task Force chair updated the President and the Senate Chair as the SAPTF developed its recommendations to ensure that they aligned with the University's overall goals, were reasonable, and could be implemented.

The Task Force unanimously approved the proposed recommendations on March 30, 2017.

University Offices Providing Existing Programming and Services

Early in its review, the SAPTF began gathering information about current efforts and resources at the University related to sexual assault prevention, education, and response. It surveyed the offices referenced in the charge in November 2016. Based on the information gathered and on concerns shared by community members during open forums, the task force developed a guide to responding to sexual misconduct and related resources at the University to share with the Senate in February 2017 ([Appendix 2](#)).

The **University Health Center's CARE (Campus Advocates Respond and Educate) to Stop Violence** office seeks to respond to incidents of sexual assault, domestic violence, dating violence, stalking and sexual harassment affecting all members of the University community, and to educate the University community about sexual assault, domestic violence, dating violence, stalking, sexual harassment and bystander intervention, empowering the campus community to act to reduce such violence. CARE Peer Educators provide in-person training sessions on bystander intervention and on other key components of sexual assault prevention training. In Fall 2016, in collaboration with **the Office of Undergraduate Studies**, CARE began facilitating the delivery of Step Up! bystander intervention training in all **UNIV 100** courses. Step Up! training encourages students to be proactive bystanders by teaching participants to Direct, Distract, and Delegate in high-risk situations. The CARE Peer Outreach program considers ways to involve hard-to-reach groups to engage them in programming and inform them of available resources. CARE Peer Advocates staff the 24/7 crisis support line provided by CARE in addition to provide face-to-face crisis intervention and emotional support. CARE also provides confidential counseling and support services to victims of sexual misconduct. CARE Advocates and staff are bound by confidentiality, and provide support regardless of whether the victim is interested in formally reporting the incident.

The University's **Office of Civil Rights & Sexual Misconduct (OCRSM)** was established in March 2014. The OCRSM was established to support the University's commitment to creating and maintaining a working and learning environment free from sexual misconduct and all forms of discrimination and harassment. The OCRSM (sometimes referred to as the Title IX Office) is housed within the Office of the President and is responsible for overseeing, monitoring, and implementing the University's compliance with Title IX, and other federal and state civil rights laws. To that end, the OCRSM administers and oversees campus-wide compliance training for all faculty, staff, and students, the campus sexual assault climate survey, and the University's sexual misconduct public awareness campaign. The OCRSM is also responsible for responding to all complaints of discrimination and harassment, including sexual misconduct.

All new and incoming students receive an online training program about the University's response to sexual misconduct. The student training focuses on the University's Sexual Misconduct Policy and covers the definitions of prohibited conduct, the potential consequences for engaging in prohibited conduct, reporting options, available on and off campus resources, and campus-wide prevention efforts. Every other year, faculty and staff complete sexual misconduct compliance training, which addresses their reporting obligations as Responsible University Employees (RUEs¹). New employees complete the training within 30 days of beginning their appointment at the University. In years where the faculty and staff sexual misconduct training is not required, faculty and staff must complete additional civil rights compliance training on issues related to the Americans with Disabilities Act, Title VII, Title VI, and other anti-discrimination laws.

The **Student Environment & Experiences Survey (SEES)** is the University's sexual assault climate survey. The OCRSM, in partnership with the **School of Public Health, Center on Young Adult Health and Development**, administers the survey bi-annually. The purpose of the survey is to assess the University's climate regarding sexual assault, measure attitudes and beliefs about sexual assault on campus, and determine the extent of the problem by obtaining prevalence data. This data is then used as evidence-based research to help inform and improve the University's sexual assault prevention and response efforts.

The public awareness campaign that OCRSM oversees is called the **Rule of Thumb** was created in 2014, in collaboration with **University Relations** and CARE. The campaign integrates "Direct, Distract, and Delegate" messaging from CARE's Step Up! bystander intervention training program. The goal of the campaign is to educate and raise awareness about sexual assault on campus and the University's prevention efforts, and to promote information about available resources, reporting options, and bystander intervention tips. Themes of the campaign have included messaging around consent, respect, bystander intervention, and most recently, sexual harassment. The campaign strives to promote positive messaging that members of the University community can learn from.

The OCRSM and other campus offices work to provide campus-wide events related to sexual assault prevention. The OCRSM has adopted the national Walk A Mile in Her Shoes© signature event as a way to raise awareness about sexual assault during April, sexual assault awareness month. For the past three years, OCRSM has hosted this event in collaboration with Prince George's County Hospital, Domestic Violence and Sexual Assault Center.

OCRSM responds to all reports of discrimination and sexual misconduct from faculty, staff, students, and third parties. For reports of sexual misconduct involving students, OCRSM works closely with the **Office of Student Conduct (OSC)** and the **Department of Resident Life, Office of Rights & Responsibilities**. OCRSM responds to all initial reports of sexual misconduct, and will refer reports to the OSC or Resident Life when necessary to implement

¹ An RUE, as defined by the Policy, includes all University administrators, supervisors in non-confidential roles, faculty members, campus police, coaches, athletic trainers, resident assistants, and non-confidential first responders. RUEs are required to share all reports of Sexual Misconduct they receive promptly with the Title IX Officer or designee.

interim measures in response to a specific incident or report. The Director of the Office of Student Conduct and the Assistant Director of Resident Life for Rights and Responsibilities serve as Deputy Title IX Coordinators. For non-resident students, the OSC facilitates interim measures such as no-contact orders or academic accommodations. For students living in residence halls, the Department of Resident Life's Office of Rights and Responsibilities arranges interim measures such as housing accommodations and no contact orders. When the initial report develops into a complaint, the OCRSM conducts a full investigation and then provides the investigation report to the OSC or Resident Life, depending on whether the incident occurred in a residence hall or elsewhere. The OSC or Resident Life then facilitates the adjudication process, which includes convening the Standing Review Committee, the adjudication body for sexual misconduct complaints. For incidents that do not occur in the residence halls, the Director of OSC makes the final sanction determination; for incidents occurring in residence halls, the Assistant Director of Resident Life makes the final sanction determination. OSC and Resident Life are also responsible for facilitating any appeals resulting from the adjudication process. OSC and Resident Life are also active in campus prevention efforts. The OSC oversees the **University Student Judiciary (USJ)**, which provides presentations on conduct-related issues, including sexual misconduct, in courses and to student organizations upon request. Resident Life partners with CARE and conducts bystander intervention trainings within residence halls and provides training to Resident Life staff to ensure they are appropriately trained on Title IX issues.

The **University of Maryland Police Department (UMPD)** is also involved in the formal complaint process, since many complaints are reported to UMPD and since the UMPD partners with OCRSM as needed during the investigations. UMPD is also involved in educating students on sexual misconduct issues; beginning in summer 2016, the UMPD partnered with CARE, OCRSM, and **Office of Undergraduate Studies** to provide a presentation during **New Student Orientation** for undergraduates. The presentation involves a discussion with the Chief of Police and senior staff on safety issues including sexual misconduct, a video produced by CARE and OCRSM, and a question and answer session after the presentation to allow students to discuss and process what they learned during the presentation, including about sexual assault prevention at UMD.

The **Department of Fraternity & Sorority Life (DFSL)** is currently engaged in sexual assault prevention programming. All DFSL-recognized chapters are required to complete a Sexual Assault/Violence Prevention & Awareness program to remain in good standing as a chapter, and chapters are required to have additional workshops on sexual assault prevention in order to participate in Homecoming and Greek Week activities. In addition, the Department of Fraternity and Sorority Life offers chapters the opportunity to participate in the Ten Man Plan/Ten Woman Plan program, which engages a group of chapter members in a 10-week group dialogue program with a trained facilitator on sexual violence and changing organizational cultures. Each year, DFSL recognizes excellence in sexual assault prevention by its chapters through an award for Outstanding Sexual Violence Prevention. In addition, DFSL organizes the Maryland Greek Leadership Conference, which also includes workshops on sexual assault prevention.

The **Division of Intercollegiate Athletics** currently engages all student athletes in education on sexual assault prevention. All first-year student athletes attend a weekly seminar focused on

raising awareness through discussion and experiential learning called Terp 101, which covers a variety of personal development topics including sexual assault prevention. Student athletes also attend a mandatory training session each semester; topics rotate and include sexual assault prevention. In addition, in fall 2016, sophomore, junior, and senior athletes participated in an online sexual assault prevention training module developed in collaboration with OCRSM. The Division challenges student athletes to be leaders in prevention and use their platform as athletes for the betterment of the community as a whole.

Research and Findings

Peer Institution Research

In addition to its review of existing programs at the University, the SAPTF also reviewed programs and models at Big 10 and other peer institutions to determine the appropriate elements of a comprehensive sexual assault prevention program and to identify any best practices that the University might consider adopting. In particular, the SAPTF considered the training programs and communication methods that are in place at other universities. The institutions included in the review were: University of Illinois, University of Iowa, University of Michigan, Michigan State University, University of Minnesota, Northwestern University, Ohio State University, Pennsylvania State University, Rutgers University, University of Nebraska, University of Wisconsin, University of California-Berkeley, University of California-Los Angeles, University of North Carolina-Chapel Hill, and University of Maryland-Baltimore County. An overview of the Task Force's findings is included in [Appendix 3](#).

The SAPTF identified the following common themes and best practices at Big 10 and other peer institutions:

- A combination of online and person-to-person training for students that is sequenced and compounding in content [Rutgers, Illinois, Northwestern]
- Student training addresses policies, reporting procedures, campus resources, consent, risk reduction, bystander intervention, decision making, communication, healthy relationships, and the role of alcohol [UNC-Chapel Hill, UCLA, Nebraska-Lincoln]
- Prevention training establishes an overall context of wellness or healthy relationships [Michigan]
- Provide targeted training for students in need of a higher level of support due to increased risk factors (referred to as high-risk groups throughout this report) such as Greek Life and student athletes as well as students in need of a higher level of attention due to their unique circumstances (referred to as high-need groups throughout this report) such as international students, graduate students, and the LGBTQ community [Illinois, Michigan State, Michigan]
- Ensure accountability for completion of training through registration blocks [UC-Berkeley, Iowa, Michigan State, UNC-Chapel Hill, Northwestern, Wisconsin]
- Assess the impact of training through outcome-based assessment of individual training activities, and climate assessment that measures attitudes, awareness, and behavior change [Penn State, Northwestern]
- Utilize a communication and awareness strategy that has multiple elements

- Overarching context that creates consistent messaging by all parties, including campus agencies and leadership [Illinois, Michigan, Nebraska-Lincoln, UNC-Chapel Hill, Ohio State, Penn State, Rutgers, Wisconsin]
- Centralized website that incorporates communications campaign message, links to policies and procedures, campus resource information, reporting link, program and event calendars, campus stakeholders and collaborator links [UNC-Chapel Hill, Illinois, Michigan]
- Social media, publications, emails, and poster campaigns [Minnesota, UNC-Chapel Hill, Ohio State]
- Establish campus wide cross-divisional group or collaborative team that orchestrates messaging, awareness campaigns, prevention training and programs, evaluates activities using ongoing assessment [Indiana, Iowa, Michigan, UNC-Chapel Hill, Northwestern]
- Incorporate faculty and academic units in awareness and resource information distribution, some integrating a sexual assault prevention element into their course curricula, and others creating actual course offerings on sexual misconduct prevention [Iowa, UNC-Chapel Hill]

Examples of specific programs at other institutions as noted above can be found in [Appendix 4](#).

Current Status of Research Evidence

Research related to sexual assault on college campuses has largely focused on understanding the magnitude of the problem and risk factors associated with sexual assault rather than evaluating the effectiveness of interventions to reduce sexual assault. Available research evidence on sexual assault prevention activities does not directly align with a college environment or implementation style and therefore must be considered within the following contexts:

1. Most evaluations are gathered under ideal conditions by research teams who have substantial control over the implementation of the intervention. Interventions applied under real-world conditions by University staff might not be implemented with as much fidelity and therefore could lead to very different results.
2. Evaluation studies rely on selecting samples of individuals with particular characteristics and who choose to participate in the evaluation, which may not mirror the campus population.
3. Most evaluation research has focused on one or two specific activities (e.g., bystander intervention). Little data are available to understand the impact of large-scale campus-wide initiatives that might include a multitude of approaches for a variety of student groups.
4. Most evaluations have not had the luxury of following up with individuals throughout their college career but rather the impact of the intervention is measured immediately after the intervention or at most one-year later.

Research on sexual assault prevention interventions has shown promise but additional study is needed. While some research evidence supports that multi-component in-person or web-based interventions can be effective (Rothman & Silverman, 2007; Salazar, Vivolo-Kantor, Hardin, & Berkowitz, 2014; Senn et al., 2015), significant resources are required to implement such

intensive types of interventions. There is currently no solid base of evidence to understand whether any changes in knowledge, attitudes, or behavior associated with multi-level, multi-component strategies are durable or long lasting. Research shows that prevention efforts should focus on specific programs, student groups that have been shown to be at higher-risk, and specific content areas that repeat throughout a student's time at the University are all supported by logic and by experts in the field of sexual assault prevention (NASPA, 2017). The Task Force's work was informed by the best available evidence regarding specific interventions that have shown promise and general prevention principles (e.g., the effectiveness of booster sessions; the need to reach out directly to high-risk individuals, etc.).

Research shows that prevention efforts should focus on reducing risk for sexual assault victimization and increasing protective factors through bystander intervention, rather than directly reducing sexual assault perpetration. Perpetration of sexual assault is a complex behavior that is likely to stem from a combination of individual characteristics (e.g., a propensity toward violence, negative attitudes toward women, sexual aggression) and characteristics of the environment and culture that make sexual assault more likely (e.g., social networks with sexual assault-supportive attitudes) (Abbey, McAuslan, Zawacki, Clinton, & Buck, 2001; Abbey & Jacques-Tiura, 2011; Forbes, Adams-Curtis, Pakalka, & White, 2006; Humphrey & Kahn, 2000; Lackie & de Man, 1997; Malamuth, Linz, Heavey, Barnes, & Acker, 1995). Although programs designed to affect sexual assault-related attitudes and increase knowledge have shown promise, research indicates that reducing perpetrator aggression is a much more difficult objective. A few studies that have evaluated interventions to reduce sexual aggression among men have been largely disappointing. For example, one study (Stephens & George, 2009) observed that high-risk men were generally unaffected by an intervention that was designed to reduce rape myth acceptance, increase victim empathy, and reduce behavioral intentions to rape.

A review of the literature indicates that community-level factors contribute to sexual assault in addition to individual-level characteristics and calls for more attention to peer and community contexts in a multi-level ecological prevention model (Casey & Lindhorst, 2009). Therefore, long-term goals of programming activities that are a part of the comprehensive prevention plan should focus on igniting changes in the University climate to be even less supportive of sexual assault and more supportive of healthy relationships and communication.

Evaluation of the impact of the strategies that are implemented, and adjustment of programs in response to evaluation data, are necessary to maintain a cycle of continuous quality improvement. A comprehensive prevention plan should evaluate and measure program exposure and short and long-term impacts on knowledge, attitudes, and behavior. In addition, the quality of the delivery of the proposed interventions should be monitored. Fidelity monitoring on a continuous basis will identify if "slippage" is occurring and how to correct implementation problems. For example, when less and less time is spent on one particular component of the intervention because of lack of time or because the interventionist is not comfortable with his/her expertise in that area, the quality of the intervention is diminished.

Research Evidence on Content Areas Recommended for Inclusion in Prevention Plan

The evidence base of each of the major components of the proposed prevention plan including: understanding definitions of sexual assault and consent, bystander intervention training, the

connection between alcohol and sexual assault, media campaigns, and focused education of high-risk student groups is outlined below.

Understanding Definitions of Sexual Assault and Consent

New federal guidance requires that all higher education institutions increase efforts related to sexual assault, which has resulted in several states passing laws to ensure increased accountability. At the core of these requirements are universal training opportunities on basic definitions of consent and sexual assault, and increasing awareness of reporting options. It is recommended that interventions be “staged” in a developmentally appropriate way, and ensure that basic definitional issues about consent and hallmarks of healthy relationships are presented prior to information about protecting oneself or intervening to protect a friend (Banyard, 2014). Borges (2008) showed significant gains in knowledge of consent by using a brief, focused education tool that included both definition education and discussion of university policy and its application to real world situations.

Bystander Intervention Training

Bystander Intervention programs aim to increase the willingness of individuals to physically intervene when they encounter situations conducive to a sexual assault (e.g., seeing someone drink too much and then be escorted to a private room at a party). These activities build self-efficacy so that individuals are more likely to say or do something that will interrupt or challenge peer attitudes that are supportive of sexual assault perpetration.

The primary outcome of research to evaluate bystander intervention training is willingness to intervene, and not sexual assault prevention. Several studies have shown that individuals can be successfully trained to be more willing to intervene in high-risk situations (Coker et al., 2011; Coker et al., 2015; Gidycz, Orchowski, & Berkowitz, 2011; Kleinsasser, Jouriles, McDonald, & Rosenfield, 2015; McMahan & Banyard, 2012; Moynihan et al., 2015; Peterson et al., in press; Salazar et al., 2014). These programs are the most widely used approaches on college campuses today.

Addressing the Connection between Alcohol and Sexual Assault

On college campuses, it is estimated that 50-70% of sexual assaults involve alcohol use by either the perpetrator or the victim and that a high proportion occur in settings in which excessive drinking occurs (Abbey, Zawacki, Buck, Clinton, & McAuslan, 2001; Collins & Messerschmidt, 1993; Testa & Cleveland, 2017; Ward, Matthews, Weiner, Hogan, & Popson, 2012). Obtaining consent is complicated in situations where one or both parties has been consuming alcohol. Perpetrators seek out vulnerable individuals in high-risk settings where excessive drinking occurs (Carr & VanDeusen, 2004). Therefore, it is essential that a comprehensive sexual assault prevention program include exposure to education about the complex relationship between alcohol and sexual assault.

Media Campaigns

Media campaigns can address community-level attitudes and beliefs of sexual assault in a comprehensive intervention approach. Evaluation data demonstrating the need for the development and systematic evaluation of programs that target peer networks and community-level factors that support sexual assault is limited. Coaching Boys into Men is an example of a

social campaign, which provides men with skills to challenge gender stereotypes and sexual assault-supportive beliefs within their social network (Miller et al., 2012).

Higher education institutions commonly engage in social norms campaigns, which typically collect data on students' attitudes and beliefs and use media campaigns to educate students on their possibly exaggerated perspectives about actual levels of support for unhealthy behavior among their peers. Evaluation studies on sexual assault social norms campaigns have not been conducted, however Fabiano and colleagues (2003) found that men's valuation of consent and their willingness to intervene as a bystander are strongly influenced by their perceptions of their peers' norms, which supports the need for accurate normative data as a component of a comprehensive, ecological prevention approach.

Focused Education of High-risk Student Groups

Focused education of high-risk student populations is a key component of prevention programming. Research shows that undergraduate women and women in sororities are at a higher risk for experiencing sexual assault and fraternity members and male athletes are more likely to commit sexual assault. The rate of sexual assault is highest among females between the ages of 18 and 24 (Sinozich & Langton, 2014). Undergraduate women are at greatest risk of experiencing sexual assault early in their college careers (e.g., freshman and sophomore years) (Krebs, Lindquist, Warner, Fisher, & Martin, 2009; Krebs et al., 2016). Women who are college students are less likely to report their sexual assault to police than their nonstudent peers (Sinozich & Langton, 2014). In addition, membership in Greek Life is both a risk factor for experiencing sexual assault among sorority members and a risk factor for perpetrating sexual assault among fraternity members (Lackie & de Man, 1997; Mohler-Kuo, Dowdall, Koss, & Wechsler, 2004). Some research has also indicated that males who are members of athletic teams are also more likely to commit sexual assault than their non-member peers (Humphrey & Kahn, 2000).

Federal Guidance on Sexual Assault Prevention

Federal guidance from the Office on Violence Against Women in the Department of Justice, the Department of Education's Office of Civil Rights, the Centers for Disease Control and Prevention, and the White House Task Force to Protect Students from Sexual Assault agree that sexual violence and sexual assault are a serious problem for college students, with approximately 20% of women experiencing sexual assault while in college. These agencies recommend that solutions should focus on prevention. Prevention efforts should include strategies to reduce risk factors and promote protective factors, while addressing issues that influence sexual assault at the individual, relationship, community, and societal levels. Common efforts include attempts to provide knowledge and awareness to potential victims, to change risk and protective factors for behavior in potential perpetrators, and to change the social norms that support and allow sexual violence by enabling intervention by bystanders. The Office on Violence Against Women provides grant programs to Universities to strengthen prevention efforts and the services provided to victims. The University of Maryland was awarded a grant in 2014 through this program.

In November 2016, the CDC released a technical assistance document titled *Sexual Violence on Campus: Strategies for Prevention*, which was developed to assist sexual violence prevention practitioners in the planning and implementation of sexual violence prevention strategies on college and University campuses. The document provides actionable steps to strengthen campus sexual violence prevention efforts and introduces a framework for campus sexual violence prevention efforts that includes five components: comprehensive prevention, audience, infrastructure, partnerships and sustainability, and evaluation. The CDC recommends that sexual violence prevention efforts be multi-faceted and comprehensive, reaching students through multiple “doses” during their time at the University and at the individual, relationship, community, and social levels. Prevention efforts should be placed in the context of positive relationships, and a comprehensive messaging effort consisting of multiple forms of communication should seek to enhance understanding of and commitment to healthy relationships. Efforts should include outcome evaluations and long-term assessment for the impact they have on social norms and the reduction of perpetration. In order to successfully implement such a program, the CDC recommends that Universities designate a full-time staff member to focus on prevention efforts and dedicate necessary organizational structures and resources to prevention efforts. In addition, the CDC stresses that success depends on having appropriate oversight or direction from a collaborative, multi-disciplinary, organization-wide prevention team.

Pepper Hamilton Report Recommendations

In 2013, Pepper Hamilton, LLP was retained to assess the University’s policies, procedures, and programs as part of the SHTF’s work. While most of Pepper Hamilton’s review focused on policies, procedures, and processes, it also made recommendations related to training and education programs. It recommended a constituency-based approach to training and education: faculty and staff (including graduate assistants) should be given training when first hired and every one to three years thereafter; students should receive training prior to arrival, at student orientation, and at ongoing intervals throughout their time at the University; individuals who are likely to receive complaints from students should have additional training on how to address immediate health and safety concerns and how to report incidents to the Title IX Officer; and those responsible for investigating cases or serving on hearing boards should be trained annually. Pepper Hamilton stressed the need for regular educational programming for students, and suggested that consent, alcohol, incapacitation, bullying, and hazing were important topics to cover in educational programming for students. Further, the firm suggested that in-person training would be a more personal approach that would demonstrate the University’s commitment by allowing a safe space for sensitive conversations among students.

Pepper Hamilton stressed that education and prevention efforts should be a top-down priority involving senior administration and faculty, but should also allow for grassroots engagement by students in the development of educational programming. Pepper Hamilton also recognized that programming must be consistent and ongoing to have a lasting impact on campus culture. The recommendations discussed the importance of multi-modal training and education programs, to allow online or in-person training depending on needs and capacity and to ensure that all learning styles are appropriately engaged. The firm also noted that an education and prevention

plan must include an integrated communications plan to be able to disseminate information effectively with all members of the community.

SEES Survey Results

In spring 2016, the University administered its first sexual assault climate survey, called the Student Environment & Experiences Survey (SEES). This climate survey is used to assess the University's atmosphere regarding sexual assault, measure attitudes and beliefs about sexual assault on our campus, and determine the extent of the problem by obtaining prevalence data. This data helps to inform and improve the University's efforts to prevent and respond effectively to sexual assault.

The 2016 SEES survey was distributed to a random sample of 10,000 full-time undergraduate students between the ages of 18 and 25. The University obtained a 41% response rate for a total of 3,947 participants (53.4% female, 45.7% male, and 0.9% trans/queer/other). Prevalence rate data indicates that 15% of our student body has experienced sexual assault I or II since coming to the University (10% have experienced sexual assault I [rape] since coming to UMD). 66% of victims said that their perpetrator had been using alcohol and/or other drugs and another 21% were not sure. Alcohol/drug use (by either the perpetrator or the victim) was a possible factor in most of the sexual assaults that victims described (between 78% and 88%). Data on student perceptions of the problem indicates that more than half the student body believes sexual assault is NOT a problem at UMD or is undecided. The survey also indicated that 70% of students have not been engaged with this issue, but 75% of students have seen posters about the Rule of Thumb campaign.

Principles & Values

The safety of the campus community is the University's main priority. As such, the Task Force believes that the University should make a strong commitment to the prevention of sexual assault. The SAPTF feels this can only be accomplished through a cultural shift towards a campus environment that is intolerant of sexual assault due to the value it places on respectful and healthy interactions amongst its members. The following principles should provide the foundation for a comprehensive campus-wide prevention plan to achieve these goals.

- A singular focus and continuity of effort at the institutional level
- Collaboration across divisional silos in pursuit of synergy in prevention efforts
- The commitment and active engagement of every campus citizen
- Centralization and alignment of information and resources through a website
- An energetic and sustained awareness campaign/communications strategy that commands the attention of all members of the campus community
- Programming that is compulsory, sequenced, and compounding over the course of a student's time at the University with supplemental training for high-risk and high-need groups
- Multimodal activities that are offered online and in-person
- An outcome based evaluation strategy for all compulsory education/training programs
- Accountability and engagement by campus leadership at all levels

- Collaborative, cross-divisional, campus coordination committee to oversee the implementation of the prevention plan and serve in an ongoing capacity to adjust the prevention plan over time
- Engagement of academic affairs in the integration of sexual assault prevention themes into appropriate courses
- Empowering student leaders in prevention activities and in creating a respectful climate within student organizations

TASK FORCE RECOMMENDATIONS

The SAPTF recommends the following comprehensive sexual assault prevention plan for the University. The recommendations focus on five major areas: (I) Programming Structure, (II) Communication Strategy, (III) Coordination of the Prevention Plan, (IV) Resources & Implementation, and (V) Process Evaluation & Outcome Assessment Plan.

I. Programming Structure

The Task Force recommends the following programming structure and content areas be implemented for undergraduate students, graduate students, faculty, and staff. The programming associated with this structure should align with the objectives and outcome measures shown in [Appendix 5](#).

Undergraduate Students

Undergraduate students should receive continuous exposure to prevention programs during their time at the University. The sequence of the program content is deliberately designed to build over time to repeat and reinforce key messages. Programming should apply to all incoming and transfer students based on their year at the institution, rather than based on credits earned. The programming curriculum for all undergraduate students includes a total of six required activities enforced through registration blocks. Additional engagement through requirements for student organizations and activities for students in need of a higher level of support.

First year programming should include four required activities, including pre-entry online sexual misconduct compliance driven training, pre-entry alcohol online training, focused in-person presentations at New Student Orientation, and participation in one in-person training by April of the first year. Orientation programming should discuss University values, safety strategies, resources, and the upcoming first-year activities. The alcohol online training that is currently used by the University or some similar training that is aimed at reducing excessive drinking should continue to be required. In-person bystander intervention training offered through CARE should be provided through UNIV 100 and other appropriate first-year courses such as those that introduce students to first year living learning programs (Honors, Scholars, Carillon Communities, CIVICUS, BioFire, FLEXUS, Global Communities, VIRTUS), with additional in-person sessions provided for students who are not in these courses, including transfer students. UNIV 100 instructors and living learning program directors should work with CARE to arrange for required training. Additional training sessions should also be made available around the

spring registration window to ensure that the programming requirement does not interfere with registration.

Second year programming should include one required activity by April of the second year. This activity will be a new and unique online training that focuses on consent and healthy relationships as well as the role alcohol and drugs play in facilitating sexual assault. The online tool that will be developed for this activity should be able to verify and track completion and administer a post-test as needed to assess the short-term changes in knowledge after exposure to the training.

Third year programming should include one required activity that must be completed by April of the third year. This activity will be a new and unique online training that focuses on the complex relationship between alcohol and sexual assault. The online tool that will be developed for this activity should be able to verify and track completion and administer a post-test as needed to assess the short-term changes in knowledge after exposure to the training.

Fourth year programming should include the opportunity to participate in activities that focus on professional conduct and boundaries to help students deal with broader sexual misconduct issues that they might encounter as they transition to a professional work environment upon graduation. This training could include potential employment-situation themed sessions.

Additional Student Programming

All students should have additional engagement with sexual assault prevention programming beyond the required curriculum described above, to reinforce key messages. These opportunities range from voluntary attendance at one-time events that might be sponsored on campus to required activities. The Task Force recommends that campus-recognized student organizations, DFSL-recognized fraternities and sororities, and student athletes should receive additional required trainings, and international students should receive additional exposure to prevention information.

The Task Force recommends that the leadership (the President and at least one other student leader) of every student organization should be required to participate in a specialized online sexual assault prevention training as a condition for registering as a recognized student organization through the Stamp Student Union – Student Organization Resource Center (SORC). This unique training should be developed with a focus on issues that are pertinent to student organization social settings and should incorporate existing relevant training tools (such as video/social media) but should also be tailored for student organization leaders to help them identify and address high-risk behaviors involving alcohol and effective bystander intervention strategies.

Student group leaders should be expected to create a climate that is intolerant of sexual assault within their organization and ensure that members of the organization are aware of issues related to sexual assault prevention. To fulfill this role, the Task Force recommends that student group leaders should also share training tools (videos/social media) annually with their respective student groups and facilitate a dialogue on appropriate responses. Student group leaders should

submit feedback to the coordination committee (referenced in [section III](#)) about these discussions annually.

In addition, a semi-annual Student Leadership Summit should be held by CARE to engage with student leaders and provide more intensive bystander intervention training that is tailored to some of the social dynamics presented within student organizations. Attendance at this in-person activity should be optional for the leadership of student organizations and other student leaders, though the University should consider ways to incentivize participation. This activity is designed to develop and strengthen leadership skills related to sexual assault prevention and learn strategies to engage peers to promote responsible and respectful social interactions.

The Task Force recommends that current requirements for DFSL-recognized fraternities and sororities related to sexual assault prevention (as noted in the section above on [existing University programs](#)) should continue as part of the comprehensive prevention plan and that DFSL should work in collaboration with CARE and OCRSM on its training efforts. Students engaged in these fraternities and sororities should be required to participate in two programs: 1) bystander intervention related specifically to Greek Life and situations with alcohol, and 2) understanding consent. These activities can be interwoven into existing DFSL requirements for Chapter Expectations and participation in Homecoming or Greek Week, as appropriate. These activities and DFSL's current Ten Man Plan / Ten Woman Plan curriculum should also be reviewed and assessed by the coordination committee to ensure alignment with the University's prevention plan.

The Task Force recommends that existing Division of Intercollegiate Athletics requirements related to sexual assault prevention should continue and that the Division should work in collaboration with CARE and OCRSM on its training efforts. Existing programming activities should be reviewed and assessed by the coordination committee to ensure alignment with the University's prevention plan. In addition, student athletes should be required to engage in annual team-based sexual assault prevention training that incorporates bystander intervention strategies and is approved by the coordination committee.

The Task Force recommends that international students at the undergraduate and graduate levels receive additional exposure to issues related to sexual assault prevention. The Office of International Student & Scholar Services (ISSS) should provide specialized information and orientations to international students to prepare them for their time at the University and acclimatize them to differences in expectations and social norms that may be unfamiliar to them as they come to the United States. As part of these efforts, the Task Force recommends that ISSS send a pre-arrival email to new international students to outline key concepts related to sexual assault prevention as well as the upcoming programming curriculum they will need to complete as an undergraduate or graduate student. In addition, the Task Force recommends that OCRSM and CARE work with ISSS to develop ways to incorporate sexual assault prevention information, and information on UMD's policy definitions and resources, into the existing orientation structure that ISSS has for international students.

The Task Force recommends that undergraduate student, graduate student, and additional student programming should acknowledge and amplify the visibility of sexual assault against members

of the LGBTQ community. This can be accomplished in many ways, by including in training modules videos or scenarios that show same-sex situations, ensuring that materials use inclusive language and do not focus solely on heterosexual relationships, or by actively sharing statistics and information on LGBTQ victimization. Bystander intervention training should specifically aim to enhance awareness of LGBTQ community issues, and discussion of these issues should be threaded throughout training related to consent and healthy relationships. The University should also consider additional optional opportunities or alternative arrangements for engagement and training that meet the unique needs of LGBTQ students, in partnership with the LGBT Equity Center and/or the Office of Multicultural Involvement & Community Advocacy (MICA) in the Stamp Student Union.

Graduate Students

Graduate student programming should address their possible dual roles as students and as graduate assistants who work directly with undergraduate students. Programming should be provided to all full-time incoming and transfer graduate students. Specialized training should be provided to graduate assistants (research, teaching, and administrative). The programming curriculum for all graduate students includes several required activities with additional opportunities for engagement through requirements for student organizations and activities for groups with specific needs (as noted above in the [Additional Student Programming](#) section).

Graduate student programming should include 2-3 required activities including pre-entry online sexual misconduct compliance driven training, focused presentations at orientations, and specific training for graduate assistants. Graduate students should continue to receive compliance driven, online sexual misconduct and discrimination training, tailored to the needs of graduate students, through OCRSM. All individual graduate programs should be required to provide information on University resources and sexual misconduct prevention in their graduate student orientations. A new required online training module focused on the reporting responsibilities of graduate assistants in their different roles on campus should be developed and provided to students in their first year as graduate assistants. In addition, new required annual online refresher modules should be developed and provided for students in these roles. These required online training modules should be an element of the Graduate School's student life cycle program, which is able to verify and track completion and should be capable of testing comprehension during or after delivery as needed to assess the effectiveness of the training. The Graduate School should also work to expand current mentoring seminars and workshops to incorporate sexual misconduct prevention programming.

The University should also consider additional optional opportunities for engagement that meet the dynamic needs of graduate students related to sexual misconduct in partnership with the Graduate School and/or the Graduate Student Government.

Faculty and Staff

Faculty and staff can play an important role in sexual assault prevention, by fostering a climate that does not tolerate sexual assault and is supportive of survivors. Faculty and staff should have

an understanding of University policy, resources, and reporting obligations and are expected to complete required online sexual misconduct compliance driven training.

The Task Force recommends that information on sexual misconduct prevention and the University's resources should be distributed to all new faculty and staff through New Faculty Orientation and New Staff Orientation. Existing efforts by OCRSM to conduct in-person monthly presentations about sexual misconduct prevention and response through University Human Resources' New Staff Orientation should continue and be expanded to New Faculty Orientation. The existing required online compliance driven training for faculty and staff administered by OCRSM should also continue and should alternate each year between the sexual misconduct training and training on other issues related to civil rights compliance, such as nondiscrimination.

Faculty and staff should be encouraged to become leaders on sexual assault and misconduct prevention among their peers. The University should consider additional opportunities with the OCRSM and CARE for further engagement on sexual misconduct issues, through additional training on navigating the reporting obligations of a Responsible University Employee (RUE) and scenarios that may be experienced through the unique circumstances faculty and staff encounter. The University should consider providing training to administrators through the Academic Leadership Forum and to staff as a component of the Leadership Development Initiatives (LDI) or other supervisory trainings. The University should also consider additional training through the OCRSM for the advising community on their reporting obligations and strategies for supporting students affected by sexual misconduct.

University-Wide Programming

The University should encourage the development of events and programming related to sexual assault prevention beyond those programs associated with the above recommendations. New and additional programming should continue to align with existing programming messaging and meet basic compliance requirements.

In particular, the University should provide a series of university-sponsored events each year associated with the communication strategy discussed below. These events could include a prominent speaker, panel discussion, artistic performance, demonstration, or other appropriate events. The events should be widely publicized and should be used as a messaging opportunity, where advertising for the events also publicizes key information about sexual assault prevention and drives attention to University resources. The events should be aligned with the University's public awareness campaign and facilitated by the coordination committee referenced in [section III](#).

II. Communication Strategy

The Task Force recommends the following communication plan for undergraduate students, graduate students, faculty, and staff be implemented. This plan should include a centralized website for information, messaging campaigns, and the engagement of key administrators to

broadly disseminate information about programming, resources, and activities related to sexual assault prevention.

Centralizing Information

The Task Force recommends that a centralized University-wide website be created to provide one easy-to-navigate location with information about University resources, services, policies, and other necessary information regarding sexual assault prevention and sexual misconduct, and links to pertinent resources from other relevant University offices. In developing the centralized website, the University should consider what already exists on the OCRSM website. The website should include at least the following informational components: 1) the University's sexual misconduct policy and procedures; 2) materials explaining confidential and non-confidential campus and off-campus resources, reporting options, and how to file a complaint; 3) the reporting obligations of University administrators and faculty; 4) the roles and responsibilities of all University offices associated with sexual assault prevention; 5) an overview of programming for faculty, staff, and students with links to related training information; 6) a live calendar of events and programs related to sexual assault prevention; and 7) an evaluation dashboard that allows training recipients to submit their responses to evaluation surveys. The Task Force recommends that the website should also provide an overview of the comprehensive prevention plan and summary of the implementation of the proposed activities. The website should provide information on the composition and activities of the coordination committee, as well as a point of contact for the committee.

The Task Force recommends that University Marketing and Communications design, develop, and produce the centralized website with input from the coordination committee on website elements, structure, and evaluations of effectiveness and analytics. The content of the website should be managed by the staff member responsible for the prevention plan (as described in [section III](#) below).

Messaging Campaigns

The Task Force recommends that the University develop a broad sexual assault prevention public awareness campaign with an overarching affirmative, goal-oriented message that is intuitive, specific to the University of Maryland, and relatable to students, faculty, and staff. The existing Rule of Thumb campaign should be replaced, but messaging from it should be incorporated into this new, broader campaign to create an expanded and consistent communications strategy. The campaign messaging should convey a campus culture that values respect and healthy relationships in all aspects of life.

The Task Force recommends that the University periodically collect data on how students consume information and use that data to assess the best communication mediums for distributing information to students about the University's sexual misconduct resources, reporting options, and prevention efforts. The method of data collection should reflect the entire student body and should survey a large enough group of students for it to be representative.

Campaign Components

The University's messaging campaign should include but not be limited to campus-wide events, social media outreach, advertising at athletics events, and outreach to campus organizations, student groups, community stakeholders, and College Park organizations that could be partners in promoting messages associated with the campaign, such as restaurants, bars and local retail shops.

The Task Force recommends that student-led events related to sexual assault prevention that align with the comprehensive plan should be included on the live calendar of events on the centralized website. The Task Force recommends that the University develop and widely advertise tool kits composed of talking points, flyers, posters, and other campaign materials to help support student-led events, students, and student organizations.

The Task Force recommends that the University's messaging campaign include an annual email to faculty and staff that describes their respective responsibilities for how to respond to disclosures of sexual misconduct, updates them about sexual misconduct resources, and generally serves to keep faculty and staff well-informed about how best to respond, assist, and guide their students.

Administrative Engagement

The Task Force recommends that the Senior Vice President and Provost charge the Deans from every College with developing individual College Action Plans to raise awareness about sexual misconduct prevention resources, reporting options, and reporting obligations of faculty and staff within their respective Colleges. College Action Plans are intended to promote campus-wide activities, consistent messaging, and campaign materials to ensure that all members of the campus community are informed of expectations and resources. Examples of components of College Action Plans and a sample College Action Plan can be found in [Appendix 6](#). Deans should work with the OCRSM to modify College Action Plans over time, depending on the needs of the College and the goals of the University's prevention plan.

The Task Force recommends that the Provost develop and publish an annual report on the progress of College Action Plans and share that report with the coordination committee and on the centralized website.

III. Coordination of Prevention Plan

Staff Leadership & Support

The Task Force recommends that the University provide resources for a dedicated staff member whose primary responsibility will be to oversee and implement the University's comprehensive prevention plan. This staff person should chair and coordinate the activities of the coordination committee and work collaboratively with a number of campus stakeholders and offices including, but not limited to, OCRSM, CARE, the Registrar's Office, and individual Colleges and units. This individual should oversee completion of required programming activities within

the prevention plan, consult with the Title IX Officer to ensure continued compliance with federal and state laws, and consult with the coordination committee as needed. The University should provide appropriate administrative support to help this individual carry out these job duties.

Implementation & Coordination Committee

The Task Force recommends that a Sexual Assault Prevention Committee (SAPC) be formed immediately following approval of these recommendations. The SAPC should be a campus-wide committee charged with implementation and coordination of the University's sexual assault prevention plan. The SAPC should be responsible for developing and executing an overall implementation strategy for the sexual assault prevention plan that includes elements that can be implemented immediately as well as those that must be designed and developed more fully in the future. The SAPC should facilitate the engagement of all relevant campus offices and stakeholders, the ongoing development and refinement of program assessments, and should coordinate campus-wide prevention efforts that no single office can produce alone.

The SAPC should be chaired by the individual responsible for sexual assault prevention referenced in the above recommendation. The committee should provide inclusive representation of key offices involved in or connected with sexual assault prevention at the University, including the Office of Civil Rights & Sexual Misconduct (OCRSM), CARE, University Marketing and Communications, the Office of the Senior Vice President and Provost, the Office of Undergraduate Studies, Department of Intercollegiate Athletics, the Department of Resident Life, the Department of Fraternity and Sorority Life, the Student Government Association (SGA), the Graduate Student Government (GSG), and the Graduate School. Members of this committee should be responsible for consulting with their units on SAPC's activities to ensure consistent communication and coordination.

The Department of Public Safety, International Student and Scholar Services (ISSS), Stamp Student Union – Student Organization Resource Center (SORC), the Office of Diversity & Inclusion, and the Office of Student Conduct should meet with the SAPC at least once per year, and as often as needed, to ensure that their prevention and implementation efforts are in alignment with the University's goals.

The SAPC should meet regularly to fulfill the following responsibilities:

Coordinate content/programming and communication

- Develop the overall theme for a campus-wide communication strategy (e.g., healthy relationships, respect) and review associated media (e.g., logo, memes);
- Provide input on the necessary components of a centralized website that consolidates all University-related policies, procedures, and activities related to sexual assault prevention;
- Align training programs for 2nd year, 3rd year, and 4th year undergraduate students with evidence-based practices;
- Determine the format of training offered to high-need and high-risk student groups;
- Develop guidelines and incentives for engaging faculty to incorporate sexual assault prevention themes in coursework and in programming efforts; and

- Assess and align existing activities with the comprehensive prevention plan.

Coordination of ongoing prevention efforts

- Develop and/or promote campus-wide events each year (e.g., film, speaker, tabling event, awareness-raising event);
- Develop a plan to sequence messaging throughout the year (e.g., email messages, social media publications, website postings);
- Ensure that publicity for events aligns with the overarching theme;
- Ensure that the centralized website is up-to-date in terms of content and resources; and
- Ensure that all relevant programs or activities offered by affiliated campus offices or by other offices or student groups are posted on the centralized website calendar.

Evaluation and Assessment

- Align evaluations of training programs and campus-wide events, in the spirit of continuous quality improvement;
- In collaboration with the Title IX Officer, develop key metrics for the bi-annual SEES climate assessment and monitor these metrics to assess progress on programming and communications goals and reevaluate strategies as needed; and
- Monitor completion rates of all required training programs for students (1st year/transfer, 2nd year, 3rd year, graduate, GA) and faculty/staff.

Reporting Responsibilities

- Provide a detailed update on the University's prevention plan to the University Senate and the President's Cabinet, and include relevant prevention plan information in the annual Student Sexual Misconduct report produced by OCRSM; and
- Summarize progress of the prevention plan implementation on the centralized website.

IV. Resources & Implementation

The Task Force recommends that the University provide the necessary resources for the development and implementation of all the elements of a successful comprehensive sexual assault prevention plan. Specifically, resources will be required to develop programming activities, purchase and/or develop new online training, support expanded bystander intervention training, develop an overall communication plan and centralized website, provide appropriate administrative support, and develop/conduct assessments of programming activities. The Task Force recognizes that while some recommendations can be acted on immediately and that some programming already exists, others will require more development and careful planning, so both time and resources will be needed. The Task Force recommends a phased implementation approach for aspects of the comprehensive sexual assault prevention plan that require significant development, to allow the University the time needed to design and implement various components of the plan.

The SAPC should develop a detailed implementation strategy for the comprehensive prevention plan. It is anticipated that during the first year, the SAPC will:

1. Work with University Marketing & Communications to develop an overarching theme and an associated messaging campaign for the prevention plan;

2. Work with University Marketing & Communications to identify the necessary components for the centralized website;
3. Assess existing prevention programs to ensure alignment with the prevention plan;
4. Develop a plan for expanding the existing in-person bystander intervention program to accommodate the increased scale of students;
5. Create a plan for developing the new online training tools; and
6. Identify needed resources for the development of new training tools and to support campus-wide prevention efforts.

The Task Force recommends the following phased approach for the communication plan and programming curriculum for students, faculty, and staff:

- College Action Plans in place by Fall 2018
- Messaging campaign phased in by Fall 2018
- Centralized website phased in by Fall 2018
- First year undergraduate student in-person training phased in by Fall 2018
- Second year undergraduate student online training phased in by Fall 2019
- Third year undergraduate student online training phased in by Fall 2020
- Fourth year undergraduate student in-person or online training phased in by Fall 2021
- Graduate student orientation presentation phased in by Fall 2018
- Graduate Assistant online training phased in by Fall 2019
- Student organization leadership online training phased in by Fall 2019
- Semi-annual student leader summit phased in by Fall 2020
- New faculty orientation presentation phased in by Fall 2018
- Additional non-required programming for faculty, staff, students phased in by 2021 and added as needed on an ongoing basis

The SAPC should have the flexibility to adjust the proposed timeline as needed. A chart displaying the proposed phased implementation plan can be found in [Appendix 7](#).

The Task Force recognizes that the compliance rates for existing training are already high. However, the Task Force feels that to make a significant impact on sexual assault prevention, all members of the campus community should be actively engaged and committed to our prevention plan. Existing mechanisms for tracking compliance should be utilized to ensure completion of required activities. Required programming activities for undergraduate and graduate students should be reinforced by registration blocks once systems are in place to support such a recommendation. The University should continue its efforts to develop systems that enable large-scale blocking and real-time unblocking of undergraduate and graduate student registration.

All other recommendations should be acted on immediately, or as soon as is feasible.

V. Process Evaluation & Outcome Assessment Plan

The Task Force recommends that the following initial framework should provide a starting point for evaluation discussions. However, we recognize that the evaluation strategy will need to be finalized by the SAPC once it is created. The Task Force recommends that the SAPC work with the Office of Planning and Evaluation in the School of Public Health to develop the evaluation

strategy and perform the evaluation tasks using existing online survey technology. These tasks include designing the overall evaluation system, conducting the evaluation, analyzing data, and writing reports that summarize the data analyses. The evaluation framework should include a staged approach as outlined below:

Stage 1: Monitoring of Intervention Fidelity

Assessing the fidelity of implementation for in-person trainings will be critical. This should be accomplished through periodic visits to trainings, and the use of checklists by trainers to ensure that all components of the training are implemented. Trainers should have access to online resources to bolster the effectiveness of their delivery.

Stage 2: Measuring Reach and Process Outcomes

The campus-wide SEES survey is slated to be administered by the OCRSM for the second time in February 2018. This survey fulfills the state's legal requirement to assess "climate" and asks questions about where students receive information about resources, reporting options, prevention efforts, and training. The SEES should measure exposure to specific programs that are implemented as part of the University's sexual assault prevention plan. The 2016 data from SEES will serve as a baseline for measuring exposure to prevention activities. In addition, data from the SEES can be used to measure the reach of campaign messaging.

The Task Force recommends that SAPC design an easy way of gathering information to measure process outcomes, such as the number of tool kits used by student groups to deliver targeted presentations, or the number of student attendees at the leadership summit. This can be accomplished in an efficient way with existing online applications that utilize mobile device communication.

Faculty and staff leadership engagement in sexual assault prevention activities should be assessed through process measures such as participation in trainings and attendance at supervisory trainings. The completion of College-level goals described in College Action Plans should be evaluated by the SAPC through annual reports.

Stage 3: Assessing Short-term Changes in Knowledge and Attitudes

Short-term changes in the desired outcome (e.g., knowledge of consent, self-efficacy, attitudes, awareness, etc.) should be assessed by comparing baseline values of the scale that is administered prior to the activity with scores after exposure to the activity. Examples of assessment measures with appropriate psychometric properties that can be used for this purpose are described in the section below on [Sample Assessment Measures](#).

Stage 4: Evaluating Longer-term Impact on Sexual Assault Prevalence

In addition to reports from OCRSM related to the number of reported sexual assaults, the Task Force recommends that data from the SEES should be the primary measure of change in self-reported sexual assault experiences. The 2016 data from SEES will provide a baseline measure to estimate sexual assault prevalence among undergraduates. The SAPC should provide guidance regarding expanding SEES to include representative sampling of graduate students, and/or oversampling of particular student groups of interest (e.g., Greek Life, international students) to

ensure meaningful analyses of any particular subgroup.

Expanding our Capacity for Evaluation Research

The comprehensive sexual assault prevention plan provides an opportunity for the University to be on the forefront of sexual assault prevention evaluation research. Given the level of state and federal interest in this particular public health problem, it is likely that substantial funding could be sought to supplement the costs of evaluation if a preliminary infrastructure for evaluation were in place.

Sample Assessment Measures

The following scales are potential assessment measures that could be administered prior to and immediately after program exposure to assess changes in knowledge and attitudes.

Understanding of consent and sexual assault definitions (Sexual Assault Questionnaire):

Items will be used to assess definitional knowledge. Awareness of the four basic components of consent (e.g., seeking, receiving, expressed, and permission), will be assessed by coding responses to the question, “When you initiate sexual contact/sexual intercourse, how do you know you have consent?” according to procedures specified in Borges (2008). The scale assesses participant beliefs regarding ambiguity of consent in seven different situations. The lead sentence is, “I think someone is implying consent if they...” followed by seven behaviors, such as “invites me to his/her room”. Finally, the degree to which participants can identify that consent must be obtained continually throughout the sexual experience will be measured with a validated one-item question.

Understanding of alcohol as a risk factor (Alcohol and Sexual Consent Scale):

This 12-item scale measures participant attitudes toward alcohol-involved sexual consent experiences and includes psychometric properties. It was developed for use as an outcome for prevention programs. Responses are given on a 7-point Likert scale ranging from not at all agree (1) to very much agree (7). Sample questions include: “If a person who has been drinking has become sleepy or unconscious, he/she cannot give consent to any sexual activity”, “Alcohol is the most common date rape substance”, “Alcohol makes a person more vulnerable to sexual assault.”

Self-efficacy to intervene as a bystander (Bystander Efficacy Scale):

This 5-item scale indicates willingness to intervene when witnessing actual or potential sexual assault situations involving friends. Participants’ confidence is rated from “can’t do” to “very certain can do”. A sample item is “Do something to help a very drunk person being brought to a bedroom by a group of people”.

Knowledge of campus resources (SEES):

Student knowledge will be measured regarding the roles and responsibilities of campus resources (e.g., Health Center, OCRSM, campus police). The intent to engage in discussions, training workshops, and other prevention activities is also measured.

Receptivity and Satisfaction with Interventions:

Questions will be included to gauge receptivity and satisfaction with online and in-person trainings. Participants will be asked to rate their overall level of satisfaction, the degree to which they felt the information was credible, their level of engagement/immersion (e.g., if online, were you doing something else while viewing/reading?), provide open-ended suggestions regarding the portions they felt were the most and least valuable, and suggestions to improve the content or the delivery. The length of time spent online can be automatically recorded and analyzed.

Challenges of Evaluation & Assessment

The Task Force recognizes that it will be challenging to evaluate and measure the impact of the comprehensive sexual assault prevention plan because it is difficult to quantify victimization. Research efforts on the impact of specific interventions are still in an early stage and evaluations of comprehensive programming efforts are uncharted territory. Increased awareness of resources and reporting options will likely lead to an overall increase in incidence reports and a false perception that incidents are on the rise. It is important to note that the cultural shift that this effort will require will take time so forward progress may not be easily quantified. The evaluation strategies developed by the SAPC must be evidence-based, methodical, and assess short and long-term impact. While there are still uncertainties in how we determine forward progress as a metric, the University has an opportunity to have a broader impact on the prevalence of sexual assault at higher education institutions by serving as a model through the proposed program and by paving a path for increased data on the effectiveness of interventions and the impact of a comprehensive prevention plan in reducing sexual assault.

IMPLEMENTATION IMPACT

The SAPTF endeavored to create a comprehensive prevention strategy for students, faculty, and staff that provides consistent programming related to the various facets of sexual assault prevention. Programming is delivered in a “doses” model, with multiple doses over the course of an individual’s time at the University, to raise the level of awareness of resources, policies, and procedures while empowering members of the campus community as bystanders, as leaders who can create a positive campus climate, and as employees with reporting obligations.

Research studies and our University’s caseload indicate that the highest incidence rates of sexual assault on college campuses are among the undergraduate student population. Therefore, a significant focus of the prevention plan is on the undergraduate students on our campus, from pre-entry of their first year to their fourth year, with a potential for additional doses through their interactions with student groups, athletics, and/or DFSL-recognized fraternities and sororities. Undergraduate students will receive a minimum of six required doses of programming during their time at the University, but could potentially receive upwards of 10-12 doses based on their level of engagement in student groups and extracurricular activities. Some of the institutional support and structures for the required training already exist, though resources will be required so training can be expanded and aligned with the above recommendations. For instance, CARE and the Office of Undergraduate Studies have recently begun ensuring that all UNIV 100 courses provide in-person bystander intervention training in a student’s first semester. As the above recommendations are implemented, the scale of in-person programming for undergraduate

students will grow from Fall 2016, when 3,604 first-year students received training, to training all incoming and transfer first-year students each year. Over the last four years, the average enrollment numbers for first year and transfer students at the University was 8,856 new students - the Task Force anticipates that a similar number of incoming and transfer first-year students will need in-person training in future years. Given current training efforts and availability of entry-level courses like UNIV that could offer the training in their courses, the Task Force anticipates that more than half of these students will be able to receive training through UNIV 100 or equivalent courses.

The Task Force's recommendations for graduate students, faculty, and staff focus on sexual assault prevention, as that was the focus of the charge to SAPTF. However, the Task Force recognizes that these constituencies experience sexual misconduct (including sexual harassment) at a higher level than sexual assault. While broader sexual misconduct prevention is outside of the scope of the SAPTF's work, we urge the University to continue to seek ways to address sexual misconduct and sexual harassment prevention among these communities as well.

In terms of sexual assault prevention, graduate students, faculty, and staff can play important leadership roles, and the proposed prevention plan includes additional opportunities for engagement to allow them to become leaders in this area. Long-standing members of the campus community have the greatest influence on campus culture, so leadership by peers and mentors will be critical. More work needs to be done by the SAPC to develop plans for enhancing and empowering leaders and engaging faculty in the integration of sexual assault prevention themes into appropriate courses.

Implementation of the prevention plan will require the active engagement of all members of the campus community to ensure success. As the group that is most affected by sexual assault, students are the central focus of the prevention programming. Successful implementation of the prevention plan depends on active student participation in program activities, but also relies on the increased engagement of students in the delivery of programming as peer educators. Without the commitment of students to serve as peer educators, the University will be unable to provide the in-person training that is a major component of the comprehensive prevention plan.

The prevention plan will also require a concerted effort by a variety of campus offices and leaders, including and beyond the SAPC. The following list, while not exhaustive, illustrates the units at the University of Maryland that will be directly affected by the Task Force's recommendations. It will be important for these entities to be involved with the coordination of the implementation process.

- Deans
- Department of Fraternity and Sorority Life
- Department of Intercollegiate Athletics
- Department of Public Safety
- Department of Resident Life
- Division of Information Technology
- Division of Student Affairs
- Graduate Student Government
- Office of Civil Rights & Sexual Misconduct

- Office of the Dean for Undergraduate Studies
- Office of the Dean of the Graduate School
- Office of Diversity and Inclusion & LGBT Equity Center
- Office of Faculty Affairs
- Office of General Counsel
- Office of International Student and Scholar Services
- Office of the President
- Office of the Senior Vice President & Provost
- Office of Student Conduct
- Office of Undergraduate Studies
- Stamp Student Union – Student Organization Resource Center
- Student Government Association
- University Counseling Center
- University Health Center & CARE Program
- University Human Resources
- University Marketing & Communications
- Vice Presidents

CONCLUSION

The members of the SAPTF commend the President and the leadership of the University Senate for recognizing the importance of this issue and for commissioning it to undertake a review and develop recommendations with respect to sexual assault prevention efforts at the University. The Task Force feels that the University's approach to sexual assault prevention should reflect our commitment to maintaining a safe and respectful campus climate, which can be achieved through education, communication, consistency, adaptability, and collaboration. Programming for all members of the campus community (students, faculty, and staff) should strive to define and cultivate an institutional culture that values respect and healthy relationships in all aspects of life. However, we must recognize that changing the culture on a campus the size of UMD will take time. The campus community must be prepared to implement the prevention plan in a thoughtful and methodical manner to ensure success but should also be flexible enough to adapt to the ever-changing needs of our diverse population.

We urge the President and the University Senate to recognize the importance of these recommendations and the impact that they could have on the lives of our community members. We also strongly encourage members of the campus community to be actively engaged in supporting the prevention plan. The University of Maryland has an opportunity to set an example for higher education institutions across the country by creating a comprehensive campus sexual assault prevention plan that fosters a community where students, faculty, and staff are valued, respected, and protected.

REFERENCES

- Abbey, A., McAuslan, P. A. M., Zawacki, T., Clinton, A. M., & Buck, P. O. (2001). Attitudinal, experiential, and situational predictors of sexual assault perpetration. *Journal of Interpersonal Violence, 16*(8), 784-807. doi:10.1177/088626001016008004
- Abbey, A., Zawacki, T., Buck, P. O., Clinton, A. M., & McAuslan, P. (2001). Alcohol and sexual assault. *Alcohol Research and Health, 25*(1), 43-51.
- Abbey, A., & Jacques-Tiura, A. J. (2011). Sexual assault perpetrators' tactics: Associations with their personal characteristics and aspects of the incident. *Journal of Interpersonal Violence, 26*(14), 2866-2889. doi:10.1177/0886260510390955
- Banyard, V. L. (2014). Improving college campus-based prevention of violence against women: A strategic plan for research built on multipronged practices and policies. *Trauma, Violence and Abuse, 15*(4), 339-351. doi:10.1177/1524838014521027
- Borges, A. M., Banyard, V. L., & Moynihan, M. M. (2008). Clarifying consent: Primary prevention of sexual assault on a college campus. *Journal of Prevention and Intervention in the Community, 36*(1-2), 75-88. doi:10.1080/10852350802022324
- Carr, J. L., & VanDeusen, K. M. (2004). Risk factors for male sexual aggression on college campuses. *Journal of Family Violence, 19*(5), 279-289. doi:10.1023/b:jofv.0000042078.55308.4d
- Casey, E. A., & Lindhorst, T. P. (2009). Toward a multi-level, ecological approach to the primary prevention of sexual assault. *Trauma, Violence, and Abuse, 10*(2), 91-114. doi:10.1177/1524838009334129
- Coker, A. L., Cook-Craig, P. G., Williams, C. M., Fisher, B. S., Clear, E. R., Garcia, L. S., & Hegge, L. M. (2011). Evaluation of Green Dot: An active bystander intervention to reduce sexual violence on college campuses. *Violence Against Women, 17*(6), 777-796. doi:10.1177/1077801211410264
- Coker, A. L., Fisher, B. S., Bush, H. M., Swan, S. C., Williams, C. M., Clear, E. R., & DeGue, S. (2015). Evaluation of the Green Dot Bystander Intervention to reduce interpersonal violence among college students across three campuses. *Violence Against Women, 21*(12), 1507-1527. doi:10.1177/1077801214545284
- Collins, J. J., & Messerschmidt, P. M. (1993). Epidemiology of alcohol-related violence. *Alcohol Health and Research World, 17*(2), 93-100.
- Fabiano, P. M., Perkins, H. W., Berkowitz, A., Linkenbach, J., & Stark, C. (2003). Engaging men as social justice allies in ending violence against women: Evidence for a social norms approach. *Journal of American College Health 52*(3), 105-112. doi:10.1080/07448480309595732
- Forbes, G. B., Adams-Curtis, L. E., Pakalka, A. H., & White, K. B. (2006). Dating aggression, sexual coercion, and aggression-supporting attitudes among college men as a function of participation in aggressive high school sports. *Violence Against Women, 12*(5), 441-455. doi:10.1177/1077801206288126
- Gidycz, C. A., Orchowski, L. M., & Berkowitz, A. D. (2011). Preventing sexual aggression among college men: An evaluation of a social norms and bystander intervention program. *Violence Against Women, 17*(6), 720-742. doi:10.1177/1077801211409727
- Humphrey, S. E., & Kahn, A. S. (2000). Fraternities, athletic teams, and rape. *Journal of Interpersonal Violence, 15*(12), 1313-1322. doi:10.1177/088626000015012005
- Kleinsasser, A., Jouriles, E. N., McDonald, R., & Rosenfield, D. (2015). An online bystander intervention program for the prevention of sexual violence. *Psychology of Violence, 5*(3), 227-235. doi:10.1037/a0037393

- Krebs, C. P., Lindquist, C. H., Warner, T. D., Fisher, B. S., & Martin, S. L. (2009). College women's experiences with physically forced, alcohol- or other drug-enabled, and drug-facilitated sexual assault before and since entering college. *Journal of American College Health, 57*(6), 639-647. doi:10.3200/JACH.57.6.639-649
- Krebs, C. P., Lindquist, C. H., Berzofsky, M., Shook-Sa, B., Peterson, K., Planty, M., Langton, L., & Stroop, J. (2016). *Campus climate survey validation study final technical report*. Washington, DC: U.S. Department of Justice.
- Lackie, L., & de Man, A. F. (1997). Correlates of sexual aggression among male university students. *Sex Roles, 37*(5), 451-457. doi:10.1023/a:1025613725757
- Malamuth, N. M., Linz, D., Heavey, C. L., Barnes, G., & Acker, M. (1995). Using the confluence model of sexual aggression to predict men's conflict with women: A 10-year follow-up study. *Journal of Personality and Social Psychology, 69*(2), 353-369.
- McMahon, S., & Banyard, V. L. (2012). When can I help? A conceptual framework for the prevention of sexual violence through bystander intervention. *Trauma Violence Abuse, 13*(1), 3-14. doi:10.1177/1524838011426015
- Miller, E., Tancredi, D. J., McCauley, H. L., Decker, M. R., Virata, M. C. D., Anderson, H. A., Stetkevich, N., Brown, E. W., Moideen, F., & Silverman, J. G. (2012). "Coaching Boys into Men": A cluster-randomized controlled trial of a dating violence prevention program. *Journal of Adolescent Health, 51*(5), 431-438. doi:10.1016/j.jadohealth.2012.01.018
- Mohler-Kuo, M., Dowdall, G. W., Koss, M. P., & Wechsler, H. (2004). Correlates of rape while intoxicated in a national sample of college women. *Journal of Studies on Alcohol, 65*(1), 37-45. doi:10.15288/jsa.2004.65.37
- Moynihan, M. M., Banyard, V. L., Cares, A. C., Potter, S. J., Williams, L. M., & Stapleton, J. G. (2015). Encouraging responses in sexual and relationship violence prevention: What program effects remain 1 year later? *Journal of Interpersonal Violence, 30*(1), 110-132. doi:10.1177/0886260514532719
- National Association of Student Personnel Administrators (NASPA). February 2017. *The Culture of Respect Engagement (CORE) Blueprint (2nd Edition): A Strategic Roadmap for Addressing Campus Sexual Violence*.
- Peterson, K., Sharps, P., Banyard, V., Powers, R. A., Kaukinen, C., Gross, D., Decker, M. R., Baatz, C., & Campbell, J. (in press). An evaluation of two dating violence prevention programs on a college campus. *Journal of Interpersonal Violence*. doi:10.1177/0886260516636069
- Rothman, E., & Silverman, J. (2007). The effect of a college sexual assault prevention program on first-year students' victimization rates. *Journal of American College Health, 55*(5), 283-290. doi:10.3200/jach.55.5.283-290
- Salazar, L. F., Vivolo-Kantor, A., Hardin, J., & Berkowitz, A. (2014). A web-based sexual violence bystander intervention for male college students: Randomized controlled trial. *Journal of Medical Internet Research, 16*(9), e203. doi:10.2196/jmir.3426
- Senn, C. Y., Eliasziw, M., Barata, P. C., Thurston, W. E., Newby-Clark, I. R., Radtke, H. L., & Hobden, K. L. (2015). Efficacy of a sexual assault resistance program for university women. *New England Journal of Medicine, 372*(24), 2326-2335. doi:10.1056/NEJMsa1411131
- Sinozich, S., & Langton, L. (2014). *Rape and sexual assault victimization among college-age females, 1995–2013: Special report*. Washington, DC: U.S. Department of Justice.
- Stephens, K. A., & George, W. H. (2009). Rape prevention with college men. *Journal of Interpersonal Violence, 24*(6), 996-1013. doi:doi:10.1177/0886260508319366
- Testa, M., & Cleveland, M. J. (2017). Does alcohol contribute to college men's sexual assault perpetration?

Between- and within-person effects over five semesters. *Journal of Studies on Alcohol and Drugs*, 78(1), 5-13. doi:10.15288/jsad.2017.78.5

Turrisi, R., Mallett, K. A., Mastroleo, N. R., & Larimer, M. E. (2006). Heavy drinking in college students: Who is at risk and what is being done about it? *Journal of General Psychology*, 133(4), 401-420. doi:10.3200/GENP.133.4.401-420

Ward, R. M., Matthews, M. R., Weiner, J., Hogan, K. M., & Popson, H. C. (2012). Alcohol and sexual consent scale: Development and validation. *American Journal of Health Behavior*, 36(6), 746-756. doi:10.5993/ajhb.36.6.3

APPENDICES

[Appendix 1](#) – Sexual Assault Prevention Task Force (SAPTF) Charge

[Appendix 2](#) – FAQs on Responding to Sexual Misconduct at UMD

[Appendix 3](#) – Peer Institution Research Overview

[Appendix 4](#) – Peer Institution Examples and Highlights

[Appendix 5](#) – Programming Objectives and Outcome Measures

[Appendix 6](#) – College Action Plan Examples & Sample Plan

[Appendix 7](#) – Proposed Phased Implementation Plan

Appendix 1 – Sexual Assault Prevention Task Force (SAPTF) Charge



University Senate CHARGE

Date:	September 20, 2016
To:	Steve Petkas Chair, Joint President/Senate Sexual Assault Prevention Task Force
From:	Wallace D. Loh <i>Wallace D. Loh</i> President Jordan A. Goodman <i>J.A.G.</i> Chair, University Senate
Subject:	Sexual Assault Prevention at the University of Maryland
Senate Document #:	16-17-11
Deadline:	March 31, 2017

President Loh and the Senate Executive Committee (SEC) request that the Joint President/Senate Sexual Assault Prevention Task Force consider the creation of a comprehensive plan for sexual assault prevention and determine whether and how such a plan could be implemented at the University of Maryland, keeping in mind the need for recommendations that can realistically be implemented, to comport with prevailing best practices. The University currently administers a variety of educational programs related to sexual assault and bystander intervention but does not have a coordinated comprehensive sexual assault prevention plan for the University.

Specifically, we ask that you:

1. Consult with representatives of the Office of Civil Rights and Sexual Misconduct (OCRSM), the University Health Center's CARE (Campus Advocates Respond and Educate) to Stop Violence program, the Office of Student Conduct (OSC), and the Office of Rights and Responsibilities in the Department of Resident Life, the Department of Fraternity and Sorority Life, the Department of Athletics, and other relevant units on current and potential programs and plans related to sexual assault educational programming and bystander intervention at the University.
2. Review advice and considerations from the White House Task Force to Protect Students from Sexual Assault (<https://www.notalone.gov/>), as well as the Sexual Violence Prevention Strategies (e.g., programs deemed "Effective" and "Promising") from the Centers for Disease Control and Prevention (CDC) (<http://www.cdc.gov/violenceprevention/sexualviolence/prevention.html>).

3. Review and assess information compiled by University legal consultants Pepper Hamilton in 2013, specifically the information gathered and their resulting recommendations regarding sexual assault prevention, education and training at the University.
4. Review and assess programs and models at our peer institutions for the prevention of sexual assault, including any programs that recognize the correlation between sexual assault and high risk drinking.
5. Collect input from other University constituents as necessary.
6. Consult with representatives from the Student Government Association's (SGA) Committee on Sexual Misconduct Prevention.
7. Determine the elements needed for a comprehensive sexual assault prevention plan (e.g., training programs, educational campaigns, targeted and centralized communication efforts, etc.) and assess the frequency, limitations, and scope of any existing elements at the University.
8. Consider how a comprehensive sexual assault prevention plan for the University should be designed based on best practices at other universities and our specific needs and goals.
9. Consider how a comprehensive sexual assault plan, including training, could be evaluated for effectiveness.
10. Provide ways to seek input from, and to engage and educate, the larger campus community, through a town hall or open forum.
11. Consult with the University's Office of General Counsel on any proposed recommendations.
12. If appropriate, make recommendations for a comprehensive plan for the prevention of sexual assault at the University.

We ask that you submit your report and recommendations to the Senate and the President's Offices no later than March 31, 2017. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.

Appendix 2 – FAQs on Responding to Sexual Misconduct at UMD

Where do I go if I have experienced sexual misconduct and I need some support or want to understand my options?

The University of Maryland has multiple resources for faculty, staff, and students who experience sexual assault or sexual misconduct. Faculty and many administrators are obligated to notify the Title IX office when they learn of incidents of sexual misconduct. The Title IX office is then responsible for conducting outreach to the identified victim and provides information about reporting options and available resources. If you do not want anyone to know about what you experienced, you should contact one of the **confidential resources** on campus listed below. Confidential resources do not have an obligation to notify the Title IX office.

Campus Advocates Respond and Educate (CARE) to Stop Violence. CARE staff are specifically trained to address issues of sexual and relationship violence and offers free and confidential counseling services.

Phone (University Health Center Office): 301-314-2222

Phone (24/7 Help Line [call/text]): 301-741-3442

Website: www.health.umd.edu/care

University Counseling Center. The Counseling Center provides comprehensive psychological and counseling services to students and others in the University community. The Center is staffed by counseling and clinical psychologists.

Phone: 301-314-7651

Website: www.counseling.umd.edu

University Health Center, Mental Health Service. The Mental Health Service in the Health Center offers short-term psychotherapy, medication evaluations, crisis intervention, group psychotherapy, and more. The service is staffed by psychiatrists and licensed clinical social workers.

Phone: 301-314-8106

Website: <http://www.health.umd.edu/mentalhealth/services>

Campus Chaplains. Campus chaplains represent 14 faith communities, working to serve the spiritual needs of the community. Campus Chaplains will meet with any member of the campus community, regardless of faith background.

Website: http://thestamp.umd.edu/memorial_chapel/chaplains

Faculty Staff Assistance Program (FSAP). FSAP provides free and confidential support to all faculty and staff (and their family members) on a range of issues, including sexual misconduct. Services include short-term counseling services provided through FSAP (generally used for 3 sessions, but can support up to 10 sessions of counseling). Provides referrals for long-term counseling needs.

Phone: 301-314-8170 or 301-314-8099

Website: <http://www.health.umd.edu/fsap>

Where do I go if I want to file a complaint of sexual misconduct or begin an investigation process?

The University's sexual misconduct complaint process can involve multiple offices and organizations on campus, depending on where the incident occurred. The Office of Civil Rights & Sexual Misconduct is charged with receiving all reports of sexual misconduct. Generally, it is **not confidential** when a person reports Sexual Misconduct to the offices listed below.

Office of Civil Rights & Sexual Misconduct (OCRSM) also known as the Title IX Office
Responds to all incidents of sexual misconduct and discrimination. OCRSM conducts initial outreach and provides information about Title IX accommodations, available resources, and reporting options. OCRSM assess complaints, determines whether the Complaint wants to move forward, and is responsible for investigating sexual misconduct. OCRSM works closely with other campus stakeholders.

Phone: 301-405-1142

Report Online at: www.ocrsm.umd.edu

Website: www.ocrsm.umd.edu

Office of Student Conduct (OSC)

Administers the student adjudication process for sexual misconduct policy violations that occur outside the resident halls and works in collaboration with OCRSM to assist students reporting incidents of sexual misconduct.

Phone: 301-314-8204

Website: <http://www.studentconduct.umd.edu>

Department of Resident Life, Office of Rights and Responsibilities (R&R)

Administers the student adjudication process for sexual misconduct policy violations that occur in residence halls and works in collaboration with OCRSM to assist students who reporting incidents of sexual misconduct.

Phone: 301-314-7598

Website: www.reslife.umd.edu/rights

University of Maryland Police / Department of Public Safety

Responds to crime reports including stalking, dating violence, and sexual assault. UMPD's response to crime reports is independent from the University's Title IX response. When these issues overlap, OCRSM and UMPD communicate and coordinate their independent obligations.

Phone: 301-405-3555

Website: <http://www.umpd.umd.edu/>

What services does the University offer to those who have experienced sexual misconduct?

Through the work of various offices on campus, the University provides many services to those who have experienced sexual misconduct. In the immediate response to an incident, CARE provides a 24/7 Crisis Cell line and can help students get to a hospital or get to other resources that are immediately needed. The University Health Center has a Victim Assistance Fund to provide financial support for victims of violence in the community, to aid with medical care,

relocation costs, and other expenses associated with victimization. CARE staff can accompany individuals when they are seen at the hospital or ensure that a patient advocate at the hospital is present, and helps victims understand the processes and options they face immediately after an incident.

The University continues to support those impacted by sexual misconduct after the immediate response to an incident is completed. The University offers support through CARE, the Counseling Center, and the Mental Health Service in the Health Center. The University can also provide other forms of assistance, whether that be facilitating communications with faculty to notify them that a student is having difficulty focusing on coursework, or helping a student change classes or change on-campus housing arrangements as needed.

To get connected to resources and support, please contact CARE or the Counseling Center.

Where can I find the University's sexual misconduct policies and procedures?

The University's Sexual Misconduct Policy & Procedures can be found at:
<https://www.president.umd.edu/administration/policies/section-vi-general-administration/vi-160a-0>

Am I required to report incidents of sexual misconduct that I become aware of in the course of my work or study at the University?

Individuals identified as a "Responsible University Employees" (RUEs) are required to report incidents they become aware of to the OCRSM. A Responsible University Employee is defined in University policy as any University administrator, supervisors (in a non-confidential role), faculty members, teaching assistants, academic advisors, campus police, coaches, athletic trainers, resident assistants, and non-confidential first responders.

If you are an RUE, you need to immediately inform the person who disclosed the incident that you are not a confidential resource and that you have a professional obligation to notify the OCRSM. It is recommended that you refer the student to CARE as the confidential resource on campus for those who experience sexual misconduct.

Information for UMD faculty, teaching assistants, and academic advisors on their reporting obligations can be found at:

http://www.umd.edu/ocrsm/files/Faculty_Reporting_Obligations_July2016.pdf

Information for UMD staff in supervisory roles on their reporting obligations can be found at: http://www.umd.edu/ocrsm/files/RUE_Reporting_Obligations_July_2016.pdf

If I am a graduate student who is also a Teaching Assistant, am I required to report disclosures of sexual misconduct that are made to me?

Yes, when you are acting as a teaching assistant. Your obligation to report depends on the role you are in when a disclosure occurs, and your relationship to the party making the disclosure. If a

fellow graduate student discloses an incident to you, you are not required to report it. If an undergraduate student comes to you as their TA and discloses an incident, or if an incident is disclosed in a setting in which you are acting as the TA, you are required to report the disclosure to the Title IX Officer as a Responsible University Employee.

Are members of the University community required to take any training on sexual misconduct issues?

Yes. All UMD students, staff, and faculty are required to complete sexual misconduct training. Compliance training is primarily online but is also offered in person to non-computer based staff. Training includes information on University policy and procedures, definitions of sexual misconduct, how to report sexual misconduct and/or discrimination of other forms, and other key information. All students are required to take the training prior to coming to the University. Student training includes scenarios unique to the student (undergraduate and graduate) experience. New faculty and staff are required to take the training as part of the on-boarding process, and existing employees complete sexual misconduct compliance training bi-annually.

How can my department or my students learn more about issues related to sexual assault and sexual misconduct?

Many University groups offer presentations or information by request on a wide range of topics related to sexual misconduct.

- **CARE** peer educators facilitate in-person presentations, including Step Up bystander intervention training and individual presentations targeted at specific groups, such as faculty, staff, and student organizations.
- The **UMPD** provides presentations at summer orientations for new students, and meets with groups by request to have conversations about how to navigate high-risk situations or to provide information on specific safety topics.
- The University Student Judiciary, overseen by the **Office of Student Conduct**, does presentations by request for student groups and classes on issues related to misconduct, including academic misconduct and sexual misconduct, and presents basic information about the University's policy and key definitions, such as consent.
- **Resident Life, Office of Rights & Responsibilities** provides annual training to Resident Life staff and Resident Assistants on issues related to sexual misconduct and reporting obligations of resident assistants.
- The **OCRSM** provides a range of trainings tailored to individual department and college needs and regularly provides training on the RUE reporting obligations.

If you would like more information about how you can get more involved in sexual misconduct prevention and response, please contact OCRSM or CARE to Stop Violence.

Appendix 3 – Peer Institution Research Overview

Institution	Description of Programming	Required or Optional, Enforcement	Description of Communication Strategy	Oversight
University of Illinois at Urbana-Champaign	<ul style="list-style-type: none"> - 2-part online compliance training in the summer for both new and returning students - Workshop for all first-year undergraduates during their first semester on campus regarding the dynamics of sexual assault, ways to support a survivor, understanding consent, and campus and community resources - Bystander Intervention training - Self-Defense Classes - Fraternity and Sorority training - Men & Masculinities programming 	Online compliance training and first-year workshop are required. All other programs are optional.	<ul style="list-style-type: none"> -"At Illinois We Care" campaign surrounding sexual assault. -Targeted education around domestic violence awareness month, stalking awareness month, sexual assault awareness month, and anti-street harassment week with posters, events, and social media campaigns. -Coordinated website detailing reporting options, educational resources, and survivor support 	Program called "At Illinois We Care" presented by collaboration between the following offices: Student Assistance Center in the Office of the Dean of Students, Women's Resources Center, Office of University Counsel, Office of Diversity, Equity, and Access, and the University of Illinois Police.
Indiana University	<ul style="list-style-type: none"> - Online compliance training - Orientation presentations - Workshops on bystander intervention, Greek Life situations, masculinity, and legal consequences - Self-Defense Classes 	Online compliance training and orientation presentation are required. All other workshops are optional.	<ul style="list-style-type: none"> -"It's On Us" national campaign to stop sexual assault. -Brochures that have a summary of the information listed on their website -Coordinated website detailing reporting options, educational resources, and survivor support 	Student Welfare Initiative - coordinates sexual violence prevention efforts across all 7 IU campuses

University of Iowa	<ul style="list-style-type: none"> - Online compliance training for undergraduate and graduate students - Workshop on gender-based violence at orientation - Greek Life training - Student-Athlete training - Bystander Intervention training - Healthy Relationships Workshop - Enthusiastic Consent Workshop - Queering Consent Workshop - Policy Training - Self-Defense Classes - Awareness workshops on rape culture and how to respond if someone discloses assault 	<p>Online compliance training is required for all students and is enforced by registration block. Orientation workshop is required for all first-year students. Greek Life and Student-Athlete trainings are required for members of those groups. All other programs are optional.</p>	<ul style="list-style-type: none"> - "My Cup is Not My Consent" campaign based on alcohol-infused sexual assault - "Stalking: Know It. Name It. Stop It." campaign on stalking - It's On Us- national campaign to stop sexual assault - All of these campaigns have posters, table tents, and other materials available upon request - Coordinated website detailing reporting options, educational resources, and survivor support 	<p>Office of the Sexual Misconduct Response Coordinator; End Violence at Iowa campus-wide committee</p>
University of Michigan	<ul style="list-style-type: none"> - Three programs for first-year students in their first semester: online compliance training, consent workshop, and bystander intervention workshop - Programming for local bar staff - Healthy relationships workshop - Ally Program - Relations, Sex, and Choice workshop - In-person training for targeted groups such as Residence Education staff, academic counselors, and law enforcement agencies 	<p>Programs for first-year students in their first semester are required. All other programs are optional.</p>	<ul style="list-style-type: none"> - "Stand Up, Step In, Speak Out" campaign surrounding bystander intervention - Collaboration with other units in the campus-wide "Abuse Hurts Initiative" - "Networking, Publicity, and Activism" group of student volunteers that organizes several annual events including Survivor Speak Out, the Clothesline Project, Sexism in Advertising, and a campus-wide art show - Coordinated website detailing reporting options, educational resources, and survivor support 	<p>Sexual Assault Prevention and Awareness Center</p>

Michigan State University	<ul style="list-style-type: none"> - Workshop for incoming first-year students - Specialized workshops for LGBTQ and international students 	All first-year and transfer students are required to attend a workshop in their first semester on campus. This is enforced by registration block.	Tabling at large campus fairs such as the student activity fair and partnering with Take Back the Night, a national sexual assault awareness campaign	Sexual Assault and Relationship Violence Program
University of Minnesota	<ul style="list-style-type: none"> - Workshops on bystander intervention, consent, healthy relationships, and masculinity 	No information on whether trainings are required.	<ul style="list-style-type: none"> -Various pamphlets and posters available on The Aurora Center's website. -The student volunteers participate in tabling and other events surrounding domestic violence and sexual assault awareness months -Coordinated website detailing reporting options, educational resources, and survivor support 	The Aurora Center
University of Nebraska (Lincoln)	<ul style="list-style-type: none"> - Orientation presentation - Online training - Bystander Intervention workshops 	None of the programs are required	<ul style="list-style-type: none"> -"Stop the Sketch" campaign to raise awareness about sketchy behavior that can lead to sexual assault. -Events surrounding the various awareness months. -Participation in the Lincoln Slut Walk and other community campaigns 	Office of Violence Prevention/ Victim Advocate
Northwestern University	<ul style="list-style-type: none"> - Online training prior to coming to campus - Orientation training - 2 in-person sessions during the fall quarter - Greek Life training - Bystander intervention training - Programming on rape culture and oppressive language 	Online training and orientation presentations are mandatory and enforced by registration block. Greek Life training is given to all new members. All other programs are optional.	<ul style="list-style-type: none"> -Email to entire community at the beginning of each quarter listing all initiatives -Northwestern News- a news release about the online training, climate survey, and efforts -Social media and posters -Coordinated website detailing reporting options, educational resources, and survivor support 	Sexual Misconduct Response & Prevention Office; Campus Coalition on Sexual Violence (CCSV)

Ohio State University	<ul style="list-style-type: none"> - Online compliance training - Workshops on bystander intervention, masculinity, sexual violence statistics, and healthy relationships/ consent 	Online training is required. All other programs are optional.	<ul style="list-style-type: none"> -Buck-I-CARE (Check, Ask, Respect, Empower) program, an inclusive consent campaign that promotes sustained, healthy behaviors; -Tabling at various events by student volunteers -Coordinated website detailing reporting options, educational resources, and survivor support 	Sexual Civility and Empowerment Office
Pennsylvania State University	<ul style="list-style-type: none"> - Online compliance training - In-person training at orientation - Bystander intervention training - Greek Life workshops 	Online compliance training and in-person orientation training are required. All other programs are optional.	<ul style="list-style-type: none"> -"Stand for State" campaign centered around bystander intervention. -Social media and tabling efforts occur on an on-going basis throughout the year in the Student Union and Residence Life. -Special events are planned to highlight domestic violence and sexual assault awareness months. 	Center for Women Students; Center for Character, Conscience and Public Purpose
Purdue University	<ul style="list-style-type: none"> - Online compliance training - Workshops on bystander intervention, escalation, and supporting a survivor 	Online training is required. All other programs are optional.	<ul style="list-style-type: none"> -"See something. Do something. Boilers stand up." campaign centered around bystander intervention. -Coordinated website detailing reporting options, educational resources, and survivor support 	Center for Advocacy, Response, & Education
University of Wisconsin	<ul style="list-style-type: none"> - Online compliance training - In-person workshop for first-year students - Bystander intervention training - Workshops on healthy relationships, supporting friends who have experienced sexual violence, campus resources, and hookup culture 	Online training and in-person workshop required for first year students. This is enforced by registration block. All other programming is optional.	<ul style="list-style-type: none"> -EVOC: End Violence on Campus campaign -Coordinated website detailing reporting options, educational resources, and survivor support 	University Health Services Violence Prevention & Survivor Services

Rutgers University	<ul style="list-style-type: none"> - Online compliance training - Orientation presentation - Bystander Intervention workshops 	Online compliance training and orientation presentation are required. Other workshops are optional.	<p>- "The Revolution Starts Here. End Sexual Violence Now." messaging campaign with a PSA, flyers, and social media campaigns.</p> <p>- Several annual awareness programs surrounding domestic violence, relationship violence, and sexual assault such as the Clothesline Project and The Vagina Monologues</p> <p>- Coordinated website detailing reporting options, educational resources, and survivor support</p>	Office for Violence Prevention and Victim Assistance
UMBC	<ul style="list-style-type: none"> - Workshops on consent, relationship violence, bystander intervention, healthy relationships, abuse, and masculinity 	No information on whether trainings are required.	<p>- "Ask. Listen. Respect." campaign based around consent.</p> <p>- "I Deserve..." Campaign visually represents the conditions and affirmations that UMBC students, staff, and faculty feel are vital for healthy relationships to flourish.</p> <p>- Coordinated website detailing reporting options, educational resources, and survivor support</p>	Relationship Violence Awareness & Prevention
UC Berkeley	<ul style="list-style-type: none"> - Online training prior to arriving on campus - In-person training for all undergraduate and graduate students during the first few weeks of class 	Online training and the in-person workshop are both required and enforced by registration block.	<p>- Campus-wide "stop sexual violence" campaign using videos, social media, posters, etc.</p> <p>- Coordinated website detailing reporting options, educational resources, and survivor support</p>	Sexual Violence Prevention & Response Office

<p>University of North Carolina at Chapel Hill</p>	<ul style="list-style-type: none"> - Online training for all incoming students prior to arrival on campus - Orientation presentations on sexual misconduct, bystander intervention, and identity and privilege - Workshops on bystander intervention, responding to sexual assault, bystander intervention for bar staff, and masculinity - Specific training for Greek Life members - Self-defense classes 	<p>Online training and orientation programming are required and enforced by registration block. All other programs are optional. The Greek Life community recently voted to make the bystander intervention program for Greeks mandatory for all Interfraternity Council members.</p>	<p>-“Heels United for a Safe Carolina” as the overarching theme of all of the sexual assault prevention programming and resources. 3 parts to the communications campaign: consent, relationship violence, and looking out for each other. Social media campaigns, chalking, tabling, handing out flyers, etc. were all part of this campaign. -Coordinated website for all of the campus prevention efforts and survivor resources.</p>	<p>Safe at UNC is a collaboration by: Student Wellness, Student Affairs, Campus Health Services, the Office of the Dean of Students, the Department of Public Safety, the Carolina Women’s Center and the Equal Opportunity and Compliance Office</p>
<p>UCLA</p>	<ul style="list-style-type: none"> - Online training for all new students - Email reminder about campus resources - Online training for returning students - In-person training at orientation - In-person training for Greek Life - In-person training for athletes - Bystander intervention workshops 	<p>Online training and orientation training required for all students. Greek Life and Student-Athlete training required for members of those groups. Other programs are optional.</p>	<p>-Posters, social media, table tents, and tabling to convey available campus resources and special events during the various awareness months -Coordinated website detailing reporting options, educational resources, and survivor support</p>	<p>Sexual Violence Prevention & Response Office</p>

Appendix 4 – Peer Institution Examples and Highlights

The following are selected examples of practices at peer institutions that could serve as models for future efforts at the University of Maryland/that the SAPTF considered during its review. This document is not intended to be inclusive of all related efforts at peer institutions, but rather is intended to illustrate the types of activities at peer institutions that the Task Force found during its review. Please see [Appendix 3](#) for an overview of all practices and programs at the peer institutions surveyed by the Task Force.

Orientation

University of North Carolina - Chapel Hill: All summer orientation participants receive two brief in-person presentations related to sexual misconduct/assault; one addresses applicable policies and resources, and the second addresses bystander intervention. Orientation participants also receive an in-person presentation on identity and privilege that addresses masculinity, among other dimensions of identity.

University of California, Los Angeles: Orientation attendees participate in programs that discuss sexual assault prevention, sexual violence, sexual harassment, and the role of alcohol.

Rutgers University: At orientation, a campus theater group focused on bystander intervention training gives a presentation to all students.

Multi-Modal Programming Activities

University of Illinois at Urbana-Champaign: Requires students to complete online compliance training each year. There are two online programs - one for first-year students and one for returning and graduate students. First-year students also participate in a workshop called FYCARE (First-Year Campus Acquaintance Rape Education), which is required and focuses on the dynamics of sexual assault, ways to support a survivor, understanding consent, and campus and community resources. The majority of workshops are held in residence halls. Trained peer facilitators lead students through an engaging discussion in a relaxed atmosphere, drawing upon their own experiences as students on campus to keep the workshop informative and entertaining. FYCARE recognizes that sexual assault is a crime rooted in gender inequality, but also affects people of all genders.

Northwestern University: Online educational course before coming to campus, and two live sessions during fall quarter for new students.

University of Michigan: First-year students are required to complete three programs before the end of their first semester. In August, they take an online training before coming to campus. During September and October, all first-year students attend Relationship Remix, a nationally recognized program that helps students understand key components around consent, communication, decision-making, sexual health, and healthy relationships. During October and November, students attend Change It Up!, a bystander intervention workshop that teaches students the skills needed to identify and respond to a wide array of harmful situations in order to increase inclusion and respect in their communities.

Consent

University of Iowa: The Enthusiastic Consent Workshop discusses affirmative consent practices in a sex positive framework and offers students concrete examples of ways to incorporate consent into their lives. This workshop shows examples of what consent is not, discusses how we are programmed from childhood not to expect consent, and includes small group work on how to ask for consent. The Queering Consent Workshop explores the history of consent practices in queer communities and the current landscape of consent in LGBTQ spaces and relationships.

Northwestern University: Hooking up 101 - sexual communication, consent, alcohol, and boundaries. This presentation examines all aspects of “hooking up,” from hard statistics about sexual activity on campus to examining the very definition of the ambiguous term. The presentation touches on all the tools needed for a healthy hook up, including discussing consent, protecting against pregnancy and STIs, and handling concerns that can arise after hooking up.

Wellness & Healthy Relationships

University of Iowa: Healthy Relationships Workshop is an interactive workshop designed to encourage discussion and critical thinking around patterns of dating violence and dynamics of healthy relationships. Participants also learn how to support individuals who may be experiencing relationship violence.

University of Michigan: Relationship Remix is an evidence-based and nationally recognized collaborative program that models positive behaviors for healthy relationships. The workshop helps students understand key components around consent, communication, decision-making, sexual health, and healthy relationships. Participants reflect on personal values, gain knowledge, and build skills in a safe and fun environment to help them navigate relationships and life at the University of Michigan. Student volunteers from the University of Michigan’s Sexual Assault Prevention and Awareness Center (SAPAC) and the University Health Service’s Sexperteam group conduct Relationship Remix: Workshops on Relationships, Sex, and Choice every fall semester for all first-year students throughout every residence hall on campus. The workshop is evaluated via surveys during the workshop, as well as six and twelve-month follow-up surveys.

Role of Alcohol

University of California, Los Angeles: Campus Assault Resources & Education (CARE) offers “Blame it on the Alcohol: The Limits of Consent” as an optional program for students. Learning objectives of this 90-minute workshop include 1) Increase knowledge of sexual violence with specific focus on the role of alcohol in assaults; 2) Increase skills to intervene as a bystander before an assault occurs; and 3) Understand confidential resources and reporting options for students who may have been sexually assaulted.

University of Michigan: Raise the Bar(RTB) is a program designed and implemented by the Sexual Assault Prevention and Awareness Center (SAPAC) at the University of Michigan, The University Health Service (UHS), and The Ann Arbor Community Coalition (A2C3). The mission of Raise the Bar is to decrease the incidences of sexual and gender-based violence among University students within the Ann Arbor community. The program works with local bars to provide tailored workshops on the subject of sexual assault and bystander intervention. Each workshop consists of a two-hour interactive presentation that engages participating bar staff

directly in discussion, knowledge-acquisition, and skill building. The aim of the workshops is to increase bar staff's knowledge of the various components of sexual assault, to increase bar staff's ability to identify consensual versus perpetrating behavior, and to assist bar staff in building skills and confidence to intervene in problematic situations.

High-Risk Groups

University of Illinois at Urbana-Champaign: Provides a one-day seminar called "GUARD: A Consent and Sexual Assault Prevention Program for Fraternities and Sororities" which encourages participants to become advocates within their chapters and their communities in supporting survivors and preventing sexual assault. Students learn about bystander intervention, gender norms, and hookup culture. Each chapter is invited to send 1-2 members of their organization to this training at the beginning of each semester.

University of Iowa: All incoming athletes receive bystander intervention training as part of a required Athletics Transition Seminar. Individual teams can receive additional training on topics of gender-based violence and discrimination upon their request.

High-Need Groups

Michigan State University: Provides two specialized versions of the required first-year workshop - one for LGBTQ campus members and one for international students. The LGBTQ workshop adjusts its format to ensure all scenarios are gender neutral and provides additional information regarding unique challenges that LGBTQ survivors of sexual assault and relationship violence may face. The International Student Workshop is designed to accommodate a wide range of cultural backgrounds, social norms, and education levels regarding these issues. The workshop gives more definitions of terms, education regarding American university culture, and additional information about legal issues and resources for international students.

University of Michigan: The Sexual Assault Prevention and Awareness Center (SAPAC) partnered with the International Center on campus to provide sexual assault prevention training geared toward international students. This training, which focused on cultural differences in attitudes to sexual misconduct, was developed by SAPAC Networking, Publicity, and Advocacy (NPA) volunteers from various countries. The training session, conducted annually in August, focuses on sexual harassment, sexual assault, and intimate partner violence. Participants have in-depth discussions on consent, interactive analysis of case studies, and conversations between students about how things varied between their own home cultures. The programming was recently expanded to include interactive segments and more focus on LGBTQ issues.

Communication & Messaging Campaign

University of North Carolina-Chapel Hill: "Heels United for a Safe Carolina" campaign, which "supports the University's commitment to a safe and welcoming Carolina – a campus that is free from discrimination and harassment, sexual assault, interpersonal violence, and stalking." The campaign raises awareness of these issues, prevention efforts, and available resources and states that every member of the campus community has a responsibility to help create a safe environment for all. This campaign emphasizes the importance of being united and has three parts: "Think A.C.E. for Consent"; "Love Empowers"; and "Stick Together."

University of Iowa: “My Cup Is Not My Consent” is a campaign that focuses on preventing alcohol-facilitated sexual assault and builds off research on campus sexual assault, which has found that many perpetrators use alcohol as a weapon to commit their crime. Customized materials (stress ball, table tent, card, posters) are made available as part of the campaign. “Know It. Name It. Stop It.” is a stalking awareness campaign.

Academic Engagement

University of Iowa: The faculty in the Department of Rhetoric collaborated to develop The Campus Culture Project, which prompted critical thinking about sexual assault and the surrounding cultural narratives. The Campus Culture Project is a trajectory of lessons or short, in-class activities that prompt students to think about sexual assault and the cultural narratives that surround it. Split into two flexible curriculum tracks (Gender & Sexuality and Rape Culture), the project also includes student-generated data that becomes a visualization about the attitudes towards sex on their campus, as well as Bystander Intervention Training to help students make their communities safer.

University of North Carolina-Chapel Hill: UNC-CH offers many courses that address issues of discrimination, harassment, sexual violence, interpersonal violence, and/or stalking.

Coordination & Implementation Group

University of Iowa: A multi-disciplinary team called the Anti-Violence Coalition is coordinated through the Title IX Office in relation to their campus-wide program called “Ending Violence at Iowa.” A Campus Education Subcommittee (CES) works collaboratively to address the larger systemic problem of gender-based violence and discrimination through the programs and projects, which are divided into 4 categories: educating incoming students, curriculum infusion, community collaboration, and awareness campaigns.

University of Michigan: The Sexual Assault Prevention and Awareness Center offers various programs including bystander intervention training, networking, publicity and activism campaigns, and support for survivors. Programs are evaluated on an ongoing basis.

Northwestern University: The Campus Coalition on Sexual Violence (CCSV), formed in May 2010, is charged by the Vice President of Student Affairs with assessing and improving campus policies, prevention programs, and response services dealing with sexual assault, relationship violence, and stalking. The CCSV consists of staff, faculty, community partners, and students and meets quarterly to share work being done across campus and connect community members involved in everything from peer education to policy revision and student activism. Meetings consist of knowledge sharing and updates from ongoing projects, and interested community members are invited to participate in a number of working groups to address gaps in sexual violence education and response on campus. The CCSV has members from diverse student groups, campus departments, and community agencies and is coordinated by staff from the Center for Awareness, Response, and Education (CARE). Key campus partners include the Women's Center, the Office of Student Conduct & Conflict Resolution, Residential Services, Athletics, and the University Sexual Harassment Prevention Office.

Staff Leadership & Support

University of California, Berkeley: The Assistant Director for Prevention is responsible for directing the development, implementation, and assessment of comprehensive prevention services, and functions as part of a leadership team to oversee the daily operations of the PATH to Care Center. This position leads UC Berkeley in crafting and implementing an effective and comprehensive prevention plan that address the systemic roots of violence, affect behavioral change, and meet federal, state, campus, and UC system-wide recommendations for students, faculty, and staff. Major functions of the position include planning, implementing, and evaluating sustainable prevention programs; directing the work of prevention program managers; and strengthening and leveraging key partnerships within the university, locally and nationally.

University of Minnesota -Twin Cities: Assistant Director, The Aurora Center – the Assistant Director is responsible for The Aurora Center for Advocacy & Education’s program development, service evaluation and assessment, conducting professional workshops around violence prevention and intervention, strategizing campus awareness and response, training volunteers and student staff, statistical data collecting and reporting, marketing communications and serving as principal investigator on grant funding proposals and efforts.

Appendix 5 – Programming Objectives and Outcome Measures

Key				
	Existing Programs		Expanded Programs	New Programs
Program	Format	Method	Objectives	Outcome Measures
Undergraduate Students and Transfer Students				
Orientation Session (Reqd.)	In-Person	Video on sexual assault prevention Focused presentation by Public Safety	<ul style="list-style-type: none"> • Video- Briefly define sexual misconduct, Highlight campus resources and Identify prevention efforts at UMD • UMPD Safety Presentation: Describe basic safety strategies and ways to reduce risky behaviors, Describe campus resources, Define the upcoming prevention programming 	<ul style="list-style-type: none"> • Knowledge about campus sexual assault prevention efforts • Knowledge of campus resources
Pre-Entry Sexual Assault Prevention Compliance Training (Reqd.)	Online	Required online training by OCRSM	<ul style="list-style-type: none"> • Describe relevant UMD policies and procedures • Identify the range of behaviors that constitute sexual misconduct under UMD policy • Identify the consequences associated with engaging in sexual misconduct • Define incapacitation and consent • Describe the role of alcohol and other drugs in facilitating sexual assault • Describe how a student can become engaged to prevent sexual misconduct • Identify available on and off campus resources • Describe reporting options if a student is victimized 	<ul style="list-style-type: none"> • Knowledge of definitions related to sexual assault • Knowledge of campus resources • Knowledge of campus reporting options • Use of resources • Student engagement
Pre-Entry Alcohol Education (Reqd.)	Online	Two required online training modules offered through AlcoholEdu taken prior to entry (2 hours) and six weeks after entry (30 minutes).	<ul style="list-style-type: none"> • Define key concepts related to alcohol, drugs, and drinking habits. • Describe relevant UMD policies and state laws related to alcohol • Describe relevant community standards and sanctions associated with illegal alcohol use • Describe factors that increase risk with alcohol use • Deconstruct myths regarding college drinking and alcohol use • Describe strategies to practice safer drinking • Describe appropriate responses to alcohol-related emergencies or problematic use by friends 	<ul style="list-style-type: none"> • Knowledge of definitions related to alcohol, drugs, and drinking habits • Knowledge of campus resources

Program	Format	Method	Objectives	Outcome Measures
Undergraduate Students and Transfer Students (contd.)				
First Year In-Person Training (Reqd.)	In-Person, 50 minute sessions	Bystander Intervention Training to be offered through UNIV and individual sign-up sessions, completion required by spring registration.	<ul style="list-style-type: none"> • Demonstrate self-efficacy to intervene as a Bystander in multiple high-risk situations (including alcohol) related to sexual assault • Identify barriers to intervening • Identify strategies for intervention (3Ds) • Identify campus resources 	<ul style="list-style-type: none"> • Self-efficacy for intervening as a bystander
Second Year (Reqd.)	Online	Newly developed online training offered by University, required completion by spring registration.	<ul style="list-style-type: none"> • Describe the role of alcohol and other drugs in facilitating sexual assault • Describe the four basic components of consent (seeking, receiving, expressed, permission) • Describe constructive communication, mutual respect, and trust in the context of healthy relationships • Identify campus resources 	<ul style="list-style-type: none"> • Understanding Consent • Alcohol and Sexual Consent Scale
Third Year (Reqd.)	Online	Newly developed online training offered by University, required completion by spring registration.	<ul style="list-style-type: none"> • Describe intersections between alcohol and sexual assault • Reduce the stigma associated with alcohol-related sexual assault victimization • Utilize bystander strategies to create lower risk environment 	<ul style="list-style-type: none"> • Alcohol and Sexual Consent Scale
Fourth Year (Optional)	Online or In-Person	Optional online or in-person programming offered by the University.	<ul style="list-style-type: none"> • Differentiate between acceptable student behavior and employee behavior • Identify inappropriate touching and banter in the workplace • Describe available community resources 	<ul style="list-style-type: none"> • Sexual harassment knowledge (CWEALF Sexual Harassment in student workplaces, 2013)
Additional Programming				
Student Leader Training (Reqd.)	Online	Required training for leaders (President + 1 other) of student organizations. Student leadership oriented video model with info on resources, reporting, alcohol.	<ul style="list-style-type: none"> • Describe reporting options & resources • Strengthen leadership skills regarding sexual assault prevention • Promote responsible and respectful social interactions within the organization • Describe intersections between alcohol and sexual assault • Utilize bystander strategies to create lower risk environment 	<ul style="list-style-type: none"> • Sharing PSAs/videos with members of student organization • Alcohol and Sexual Consent Scale

Program	Format	Method	Objectives	Outcome Measures
Additional Programming (contd.)				
Student Leader Training (Optional)	In-Person	Semi-annual leadership summit based individual sign-up	<ul style="list-style-type: none"> • Describe reporting options & resources • Strengthen leadership skills regarding sexual assault prevention • Demonstrate self-efficacy to intervene as a bystander in a group setting • Promote responsible and respectful social interactions within the organization 	<ul style="list-style-type: none"> • Self-efficacy for intervening as a bystander
Department of Fraternity & Sorority Life (DFSL) (Reqd.)	In-Person	Required participation in 2 programs for DFSL-recognized fraternities and sororities. Greek-life, alcohol-focused activities on a) Bystander Intervention and b) Consent Training (aligned with programming curriculum).	<ul style="list-style-type: none"> • Describe relevant UMD and State of Maryland definitions of sexual assault and sexual misconduct • Describe intersections between alcohol and sexual assault • Demonstrate self-efficacy to intervene as a bystander in a group setting • Promote responsible and respectful social interactions within the organization 	<ul style="list-style-type: none"> • Knowledge of definitions related to sexual assault • Alcohol & Consent Scale • Self-efficacy for intervening as a bystander • Understanding Consent
Department of Fraternity & Sorority Life (DFSL) (Optional)	In-Person	Ten Woman Ten Man Plan (assessed & aligned with programming curriculum)	<ul style="list-style-type: none"> • Describe cultural foundations of sexual misconduct • Develop strategies for deconstructing rape myths • Develop strategies for supporting victims of sexual misconduct 	<ul style="list-style-type: none"> • Review of program goals and assessment tools
Athletics (Reqd.)	In-Person and Online	Required participation in seminar discussions and mandatory training sessions (assessed & aligned with programming curriculum) on sexual assault prevention and bystander intervention.	<ul style="list-style-type: none"> • Describe campus resources • Demonstrate self-efficacy to intervene as a bystander in a group setting • Identify the consequences associated with engaging in sexual misconduct • Define incapacitation and consent • Describe the role of alcohol and other drugs in facilitating sexual assault 	<ul style="list-style-type: none"> • Knowledge of definitions related to sexual assault • Knowledge of campus resources • Student engagement • Self-efficacy for intervening as a bystander • Understanding Consent

Program	Format	Method	Objectives	Outcome Measures
Additional Programming (contd.)				
International Students	In-Person	ISSS required to provide information on University resources and sexual assault prevention in international student orientation and specialized pre-entry communications	<ul style="list-style-type: none"> • Describe relevant UMD and State of Maryland definitions of sexual assault and sexual misconduct • Describe relevant UMD policies and procedures • Describe campus resources • Introduce students to prevention efforts at UMD 	<ul style="list-style-type: none"> • Knowledge about campus sexual assault prevention efforts • Knowledge of campus resources • Understanding definitions related to sexual assault
Graduate Student and Transfer Students				
Pre-Entry Compliance Training (Reqd.)	Online	Required online training on sexual misconduct policy, definitions, reporting options, procedures for investigations, etc.	<ul style="list-style-type: none"> • Describe reporting options and obligations regarding discrimination and sexual misconduct at UMD (including the definition of Responsible University Employee and a graduate student's responsibilities as an RUE). • Respond effectively to discrimination and/or sexual misconduct that a graduate student experiences, witnesses, or learns about. • Identify appropriate resources for addressing any concerns graduate students may have related to discrimination and harassment. 	<ul style="list-style-type: none"> • Knowledge of definitions related to sexual assault • Knowledge of campus resources • Knowledge of campus reporting options • Use of resources
Graduate Student Orientation	In-Person	All graduate student programs required to provide information on University resources and sexual assault prevention in their graduate orientations.	<ul style="list-style-type: none"> • Briefly define sexual misconduct • Highlight campus resources • Introduce students to prevention efforts at UMD 	<ul style="list-style-type: none"> • Knowledge about campus sexual assault prevention efforts • Knowledge of campus resources
Graduate Assistant Training (Reqd.)	Online	All TAs and RAs are required to complete training on reporting responsibilities in their different roles	<ul style="list-style-type: none"> • Describe reporting obligations when serving as TA or RA as opposed to when they are acting as a student. • Describe campus resources • Identifying situations that necessitate reporting and referral 	<ul style="list-style-type: none"> • Knowledge of campus reporting obligations • Knowledge of campus resources & processes

Program	Format	Method	Objectives	Outcome Measures
Graduate Student and Transfer Students (contd.)				
Additional Optional Programming Sessions	In-Person	Optional in-person programming offered by the University, student groups, GSG, Graduate School, etc. Focus on specific needs of graduate students.	<ul style="list-style-type: none"> Describe campus resources and reporting options Develop understanding of and self-efficacy in responding to incidents of sexual misconduct that apply to the unique situations of graduate students. 	<ul style="list-style-type: none"> Knowledge of campus resources Knowledge of campus reporting options
Faculty and Staff Programming				
New Employee Orientation	In-Person	In-person discussion of sexual misconduct policy, resources, definitions, reporting options, procedures for investigations, etc.	<ul style="list-style-type: none"> Briefly define sexual misconduct Highlight campus resources Identify prevention efforts at UMD Describe employee reporting obligations 	<ul style="list-style-type: none"> Knowledge about campus sexual assault prevention efforts Knowledge of campus resources Knowledge of campus reporting obligations
New Faculty Orientation	In-Person	In-person discussion of sexual misconduct policy, resources, definitions, reporting options, procedures for investigations, etc.	<ul style="list-style-type: none"> Briefly define sexual misconduct Highlight campus resources Identify prevention efforts at UMD Describe employee reporting obligations 	<ul style="list-style-type: none"> Knowledge about campus sexual assault prevention efforts Knowledge of campus resources Knowledge of campus reporting obligations
Compliance Training (Reqd.)	Online	Required online training on sexual misconduct policy, definitions, reporting options, procedures for investigations, etc.	<ul style="list-style-type: none"> Describe reporting options and obligations regarding discrimination and sexual misconduct at UMD (include the definition of Responsible University Employee and obligations of faculty/staff who are an RUE). Respond effectively to discrimination and/or sexual misconduct that faculty/staff experience, witness, or learn about. Identify appropriate resources for addressing any concerns faculty or staff may have related to discrimination or harassment. 	<ul style="list-style-type: none"> Knowledge of definitions related to sexual assault Knowledge of campus resources Knowledge of campus reporting options Use of resources

Program	Format	Method	Objectives	Outcome Measures
Faculty and Staff Programming (contd.)				
Faculty/Staff Optional Programming Sessions	In-Person and/or Online	Optional programming offered by the University to faculty/staff.	<ul style="list-style-type: none"> • Describe nuances of reporting options and required reporting related to Responsible University Employees • Describe campus resources and reporting options • Develop understanding of and self-efficacy in responding to incidents of sexual misconduct that apply to the unique situations of faculty and staff 	<ul style="list-style-type: none"> • Knowledge of campus resources and campus reporting options • Knowledge of campus resources • Knowledge of campus reporting options

Appendix 6 – College Action Plan Examples & Sample Plan

College Action Plans should be designed to raise awareness about sexual assault prevention efforts and resources among individual Colleges' faculty, staff, and students. The following are examples of potential strategies and elements of an individual College Action Plan for sexual assault prevention. Deans are free to design their own strategies, and should work with the Office of Civil Rights & Sexual Misconduct (OCRSM) to determine what goals and action steps would be realistic, impactful, and measurable.

Strategies for Increasing Awareness Among Students Within a College:

- Dissemination of campus sexual assault prevention messaging to each new student who attends a program-specific orientation. Messaging could be in the form of pamphlets/info sheets (for in person sessions) and links (for sessions held via email).
- Using social media and/or targeted emails to remind each new undergraduate student of the UMD expectations regarding in person bystander intervention programming during their first year at UMD, with information on how students can fulfill that requirement (encouraging attendance to UNIV-specific trainings and providing links to sign up for sessions held for non-UNIV students)
- Using social media and/or targeted emails to remind current undergraduate students (as a group) of required programming via listserv, blog, and electronic poster notices.
- Using social media and/or targeted emails to remind undergraduate students (as a group) that if they do not complete the required programming, there may be a registration block for the next semester.
- Using social media and/or targeted emails to remind graduate students serving as TAs or RAs of campus expectations of participating in specialized online training.
- Dissemination of materials to graduate students on their reporting responsibilities related to their varied roles on campus.
- Using social media and/or targeted emails to inform students of upcoming sexual assault University programs/events for undergraduate and graduate students.
- Provide resource materials and contact information from and for CARE and OCRSM in College offices or gathering places (student lounges) maintained by the College that students frequent.
- Display UMD specific sexual assault prevention campaign posters (provided by the University's Marketing & Communications team) in buildings maintained by the College.
- Using social media to promote, re-post, or re-tweet messages and information about campus resources and marquee events throughout the year.

Strategies for Increasing Awareness Among Faculty and Staff Within a College:

- Dissemination of campus sexual assault prevention information to new employees as part of unit-level welcome/new employee materials.
- Dissemination of information on the programming requirements for undergraduate and graduate students as an informational reference to faculty/staff.
- Using targeted emails, faculty/staff listservs, and other means of communication to remind employees (as a group) of their compliance training responsibilities (online and in-person).
- Using targeted emails, faculty/staff listservs, and other means of communication to remind employees of their reporting obligations and appropriate referral sources.
- Arrange presentations or events for interested faculty & staff on topics related to sexual misconduct.
- Disseminate any information or guidance from the University/CCPT on incorporating sexual assault prevention themes into relevant courses and employee engagement opportunities.

SAMPLE COLLEGE ACTION PLAN

Date	Name of College	Dean
8/15/2017	College of XX	XX

Sexual Assault Prevention Action Plan, 2017-2018 Academic Year

Select all activities XX College will complete during 2017-2018 academic year. Colleges should select at least three from each section, and be prepared to report on their deliverables to the Provost by June 1, 2018.

Strategies Targeting Students

- Forward/share campus messages with new students in program-specific orientations.
- Remind new undergraduate students (who declare themselves as College majors/minors) about campus training requirements, how to fulfill requirements, and consequences for non-completion (i.e. may experience registration block) (via email/social media).
- Remind graduate assistants in the College of specialized online training requirement (via email, social media).
- Forward/share guidance with graduate students on reporting responsibilities in various roles (via email, social media).
- Provide pamphlets and contact information for CARE and OCRSM in College offices and in student spaces within College buildings.
- Disseminate and post UMD-specific sexual misconduct public awareness campaign posters provided by the University in buildings maintained by the College.
- Arrange presentations for interested students on ___(topic)___.
- Promote, repost, or retweet messages/information about campus resources, marquee events throughout the year (via social media, email).
- Other:
- Other:

Strategies Targeting Faculty/Staff

- Remind faculty within College to complete annual compliance training (via email, listerv, other means).
- Remind current employees of University resources and reporting obligations (via email, listerv, other means).
- Disseminate information about the University's response to sexual misconduct with new employees in unit-level welcome materials.
- Arrange presentations for faculty and/or staff on ___(topic)___.
- Share resource information about how to incorporate sexual assault prevention themes into relevant courses.
- Promote, repost, or retweet messages/information about campus resources, marquee events throughout the year (via social media, email).
- Other:
- Other:

Appendix 7 – Proposed Phased Implementation Plan

		2017	2018	2019	2020	2021
Category	Programming	Summer 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Coordination	Creation of SAPC & Initial Planning for Implementation	X				
Undergrad	First-year undergraduate programming (in-person)		X			
Undergrad	Second-year undergraduate programming (online)			X		
Undergrad	Third-year undergraduate programming (online)				X	
Undergrad	Fourth-year undergraduate programming (online & in-person)					X
Student Leaders	Student organization leadership programming (online)			X		
Student Leaders	Student leader summit (in-person)				X	
Grad Student	Graduate student orientation programming		X			
Grad Student	Graduate assistant programming (online)			X		
Administrative	Implementation of College Action Plans		X			
Communication	Messaging Campaign		X			
Communication	Centralized Website		X			
Faculty	New Faculty Orientation presentation		X			
Faculty/Staff	Additional non-required programming for faculty, staff, students (in-person)					X
		1	6	3	2	2

March for Science

Washington DC, National Mall

<https://www.marchforscience.com/>

#sciencemarch



MARCH FOR SCIENCE

— EARTH DAY —

APRIL 22, 2017

#sciencemarch



March for Science

Mission:

The March for Science champions robustly funded and publicly communicated science as a pillar of human freedom and prosperity. We unite as a diverse, nonpartisan group to call for science that upholds the common good and for political leaders and policy makers to enact evidence based policies in the public interest.



Goals of the March

- Humanize science
- Partner with the public
- Advocate for open, inclusive, and accessible science
- Support scientists
- Affirm science as a democratic value



Partners

- 170+ partner organizations



- 425+ satellite marches around the world
- Other university partners

- [Meyerhoff Scholars at UMBC](#)
- [National Science Teachers Association](#)
- [Max Planck Institute for the Science of Human History](#)
- [Wick Poetry Center at Kent State University](#)
- [Temple Association of University Professionals \(TAUP\)](#)
- [Princeton University Press](#), [MIT Press](#), [Island Press](#)





Political, but not partisan

Q: How does the march define being political?

A: The march is explicitly a political movement, aimed at holding leaders in politics and science accountable. When institutions of any affiliation skew, ignore, misuse or interfere with science, we have to speak out. Science should inform political decision making. At the same time, political decisions deeply influence the type of science we are able to do and the type of people who are allowed to conduct science and benefit from scientific advancements.

Q: What does the march mean when it says it's non-partisan?

A: We take strong stands on policy issues based on the best available scientific evidence, but we will not let our movement be defined by any one politician or party nor do we try to advance the prospects of any party or individual. Science affects people everywhere, and we want to build a movement that can advance science's ability to serve communities for a very long time, long after today's politicians have left office and however political parties evolve.



Why is it important to UMD?

- Respect for expertise
- Advocate for fact-based decision making
- Scientific innovation is critical to the advancement of the US economy & the human condition
- Open exchange of international scientists and students is critical to science and innovation
 - 36% of US innovators are born outside the US, 45% are 1st or 2nd generation [ITIF, *The Demographics of Innovation in the US*, 2016]
 - 31% int'l PhD students in S&E in 2013 (51% in Engineering, 67% in Electrical Eng) [NSF S&E Indicators 2016]
- UMD receives hundreds of millions in federal research funding each year (\$491 million in FY2015)
 - Major cuts to science funding are a big risk for UMD



March Location: Washington D.C., North of Washington Monument, Constitution Avenue NW btw 15th & 17th St.

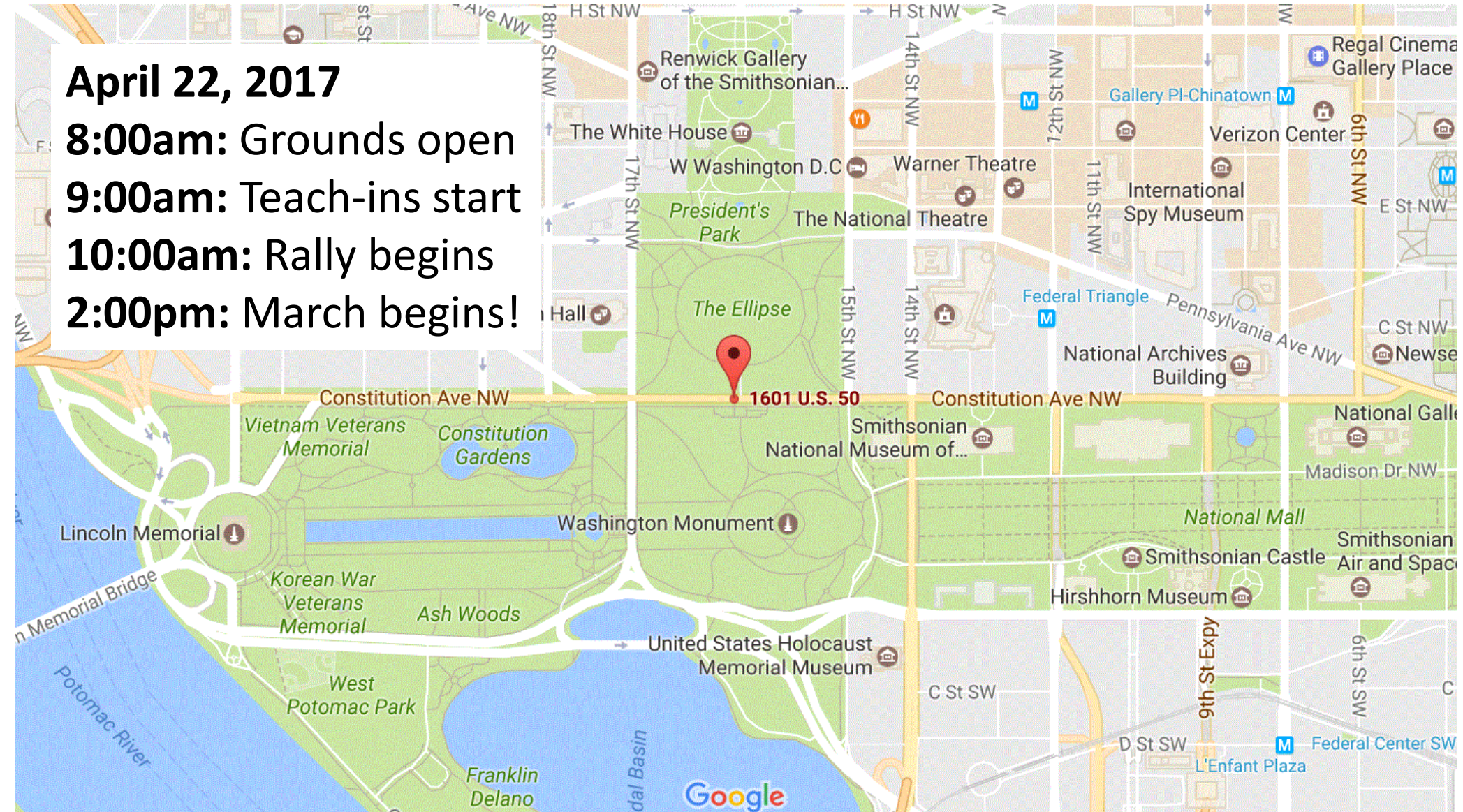
April 22, 2017

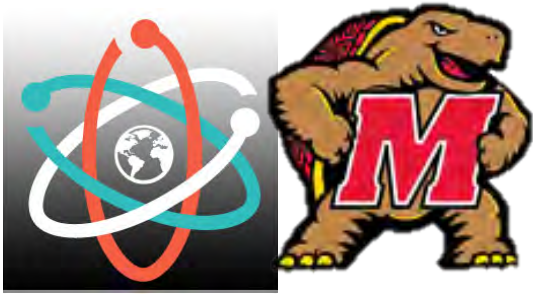
8:00am: Grounds open

9:00am: Teach-ins start

10:00am: Rally begins

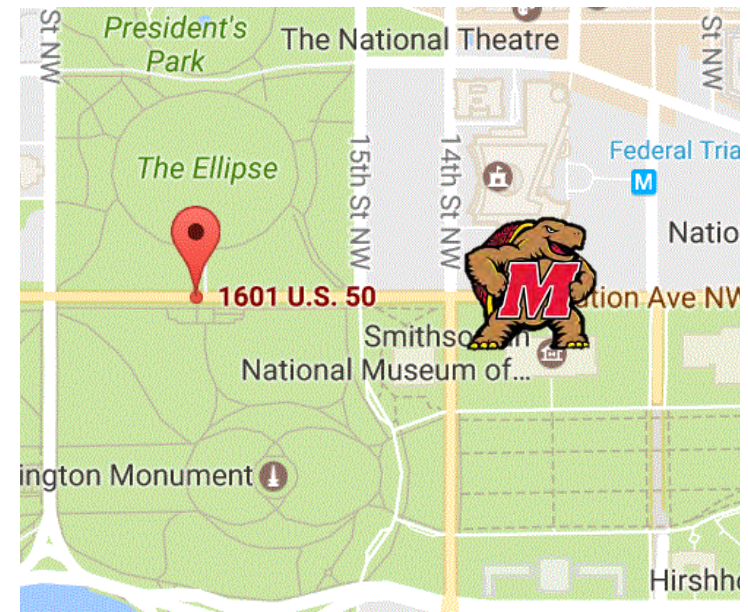
2:00pm: March begins!





UMD Logistics

- UMD meeting place: Museum of American History, in the loop on Constitution Ave north of the building by the eastern flag pole flying the US flag. Look for a blue IEEE banner.
- Meeting time: 9 am +/- 20 mins
Will move to the rally starting at 9:30am
- <https://www.nanocenter.umd.edu/events/march-for-science/>
- Please use #UMDMarchforScience on twitter to find us





What you can do to help

- Endorse UMD involvement
 - Email to campus, endorse on main UMD webpage
- Participate
 - <https://www.nanocenter.umd.edu/events/march-for-science/>
<https://events.vtools.ieee.org/m/44343>
- Communicate with your peers and constituents
 - Administration, faculty, staff
 - Students: undergraduates and graduates
Advocates for Science
<https://orgsync.com/158771/chapter>

Celebration of American Science & Engineering

April 21, 2017 at the University of Maryland <http://case.umd.edu>



Program

- 1-4pm Friday April 21 - Potomac Ballroom at College Park Marriott
- Free, open to the public
- 10 speakers with 12-minute TED-like presentations on all areas of science
- A few selected speakers:



Kristen L. Dorsey
Electrical Engineering
Assistant Professor, Smith College
Skin wearable sensors: why can't I buy one yet?



Summer Ash
Astrophysicist
Columbia University
The Invisible Universe: Seeing What Our Eyes Can't



Ann Merchant
Science communications
National Academy of Sciences
Hollywood Loves Science



Mark Siddall
Parasitologist
Curator and Professor, Invertebrates, American Museum of Natural History
Bloodsucker Proxy