



1. Call to Order
2. Approval of the May 9, 2018 Senate Minutes (Action)
3. Report of the Chair
4. Special Order of the Day  
Reka Montfort  
Executive Secretary & Director  
University Senate  
*Orientation: Senators, Senate Meetings, and Shared Governance*
5. 2017-2018 Senate Legislation Log (Senate Document #18-19-01) (Information)
6. Approval of the 2018-2019 Committee & Council Slates (Senate Document #18-19-02) (Action)
7. Providing Gender-Inclusive Facilities (Senate Document #16-17-32) (Action)
8. University Expectations for Limited Enrollment Programs (Senate Document #16-17-36) (Action)
9. Revisions to the College of Education (EDUC) Plan of Organization (Senate Document #13-14-05) (Action)
10. New Business
11. Adjournment



## **CALL TO ORDER**

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Senate Chair Falvey called the meeting to order at 3:21 p.m.

Chair Falvey noted that all Senators should have received clickers for voting for the special elections and on regular business items. He welcomed the new Senators and asked them to stand and be recognized for their service. Chair Falvey gave a brief overview of how to operate the clickers for voting, and Senators conducted a brief trial.

## **ELECTION OF THE CHAIR-ELECT**

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Chair Falvey introduced Kimberly Coles, Associate Professor, School of Music, College of Arts & Humanities (ARHU), and Pamela Lanford, Director, Office of Research Compliance, Division of Research (VPR), as the candidates for Chair-Elect and thanked them for their willingness to serve. He requested that all voting Senators vote on the Chair-Elect. Chair Falvey announced that Pamela Lanford had been elected Chair-Elect.

## **SPECIAL ELECTIONS**

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Chair Falvey thanked Patricio Korzeniewicz and the Nominations Committee for their work in developing the slates and the candidates who had agreed to run. He then provided instructions on the process for the special elections.

Chair Falvey explained that voting would take place by constituency. He also explained that the Senate would use the approval voting method and gave a brief overview of the process. He opened the floor to discussion of approval voting; hearing none, he proceeded with the elections.

### Faculty

Falvey asked all faculty Senators to get ready to vote in their elections. Falvey opened the floor to additional faculty nominations for the Senate Executive Committee, the Committee on Committees, the Athletic Council, the Council of University System Faculty (CUSF), and the Campus Transportation Advisory Committee (CTAC), separately. Hearing no further nominations, Falvey asked the faculty Senators to vote on each candidate.

### Exempt Staff

Falvey opened the floor to exempt staff nominations for the Senate Executive Committee and the Campus Transportation Advisory Committee (CTAC), separately. Hearing no additional nominations for either committee, he asked the exempt staff Senators to vote on each candidate.

### Non-Exempt Staff

Falvey opened the floor to non-exempt staff nominations for the Senate Executive

Committee, the Committee on Committees, and the Campus Transportation Advisory Committee (CTAC), separately. Hearing no additional nominations for the committees, he asked the non-exempt staff Senators to vote on each candidate.

### Graduate Students

Falvey opened the floor to graduate student nominations for the Senate Executive Committee and the Committee on Committees, separately. Hearing no additional nominations for either committee, he asked the graduate student Senators to vote on each candidate.

### Undergraduate Students

Falvey opened the floor to undergraduate student nominations for the Senate Executive Committee.

Senator Huntley, undergraduate student, College of Agriculture & Natural Resources, nominated Joshua Stanley, undergraduate student, Letters & Sciences.

Falvey asked for additional nominations; hearing none, he asked the undergraduate student Senators to vote on each candidate.

Falvey opened the floor to undergraduate student nominations for the Committee on Committees.

Senator Stanley, undergraduate student, Letters & Sciences, nominated Lauren Brown, undergraduate student, A. James Clark School of Engineering.

Falvey asked for additional nominations; hearing none, he asked the undergraduate student Senators to vote on each candidate.

Falvey opened the floor to nominations for undergraduate student Senators for the Campus Transportation Advisory Committee. Hearing no further nominations, Falvey asked the undergraduate student Senators to vote on each candidate.

Chair Falvey stated that Reka Montfort would announce the results of the special elections by email following the meeting.

## **APPROVAL OF THE APRIL 24, 2018 SENATE MINUTES (ACTION)**

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Chair Falvey asked for additions or corrections to the minutes of the April 24, 2018, meeting; hearing none, he declared the minutes approved as distributed.

## **REPORT OF THE OUTGOING CHAIR, DANIEL FALVEY**

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Chair Falvey expressed gratitude for the opportunity to serve as Senate Chair and commented on how rewarding the experience had been. He commended the various committees, councils, and task forces that were responsible for doing the hard work on issues that come before the Senate. Falvey highlighted legislation approved by the Senate during his tenure as Chair, including policies on web accessibility, faculty grievances, student social media privacy, and the code of student conduct, among others. He commended the work of the Programs, Curricula, & Courses (PCC) Committee, chaired by Dylan Roby. Falvey also acknowledged the hard work of the Joint President/Senate Inclusion and Respect Task Force, which led to its comprehensive

recommendations on Inclusion and Respect at the University of Maryland (Senate Document #17-18-03). Falvey also thanked the Senate Office staff for their efforts and support throughout the year.

Chair Falvey introduced the incoming Chair, Christopher Walsh.

Walsh thanked Falvey for his outstanding service and leadership over the past year and presented him with a plaque.

Walsh announced that the 2018-2019 Senate meeting schedule was now available on the Senate website. He also reviewed the protocol for speaking at Senate meetings.

## **PCC PROPOSAL TO ESTABLISH A POST-BACCALAUREATE CERTIFICATE IN INTEGRATED TECHNOLOGY IN EDUCATION (SENATE DOCUMENT #17-18-25) (ACTION)**

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Dylan Roby, Chair of the Programs, Curricula, and Courses Committee, presented the PCC Proposal to Establish a Post-Baccalaureate Certificate in Integrated Technology in Education (Senate Document #17-18-25) and provided background information on the proposal.

Walsh opened the floor to discussion of the proposal; hearing none, he called for a vote on the proposal. The result was in 92 in favor, 3 opposed, and 2 abstentions. **The motion to approve the proposal passed.**

## **SPECIAL ORDER OF THE DAY**

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### **Sharon Kirkland-Gordon, Director, University Counseling Center** *Trends in Student Mental Health on Campus*

Sharon Kirkland-Gordon, Director, University Counseling Center, provided a presentation on *Trends in Student Mental Health on Campus*. She noted the increasing trend of students seeking counseling services over the last four years and the most common symptoms reported by clients. She also commented on the resources that the Counseling Center is providing to address those trends including hiring seasonal psychologists, providing multiple options and alternatives for in-person care, and establishing new programs and services focused on coping and emotional regulation.

Walsh thanked Kirkland-Gordon and encouraged Senators to reach out to her with any questions or comments on the presentation.

Senator Pound, faculty, College of Computer, Mathematical, and Natural Sciences made a motion to extend the meeting by 15 minutes.

The motion was seconded.

Chair Walsh called for a vote on the motion to extend the meeting 15 minutes, which would require a 2/3 vote. The result was 48 in favor and 41 opposed. **The motion to extend the meeting by 15 minutes failed.**

As a result of the failed motion and because of the limited time remaining, Chair Walsh asked, Carlo Colella, Vice President for Administration and Finance if he would be willing to postpone his presentation on the Purple Line to the fall semester.

## **NEW BUSINESS**

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There was no new business.

## **ADJOURNMENT**

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The meeting was adjourned at 4:56 p.m.

# Orientation: Senators, Senate Meetings, and Shared Governance

## Where does the Senate fit in?



## Who is on the Senate?

- Constituencies
  - Faculty
  - Staff
  - Students
  - Single-member representatives
- Deans
- Non-voting ex-officios

## Who runs the Senate?

- Chair & Chair-Elect elected by the full Senate
- Director of the Senate
- Parliamentarian
- Senate Executive Committee (SEC)
- Senate Staff help organize the committees and coordinate Senate elections and the committee volunteer process

## What does the Senate do?

The Senate advises the President of the University

- Policy Matters
- Guiding Documents for the University (Strategic Plan, Climate Action Plan, etc.)
- Academic Programs (General Education Program, Program Changes, etc.)

## Senate Executive Committee

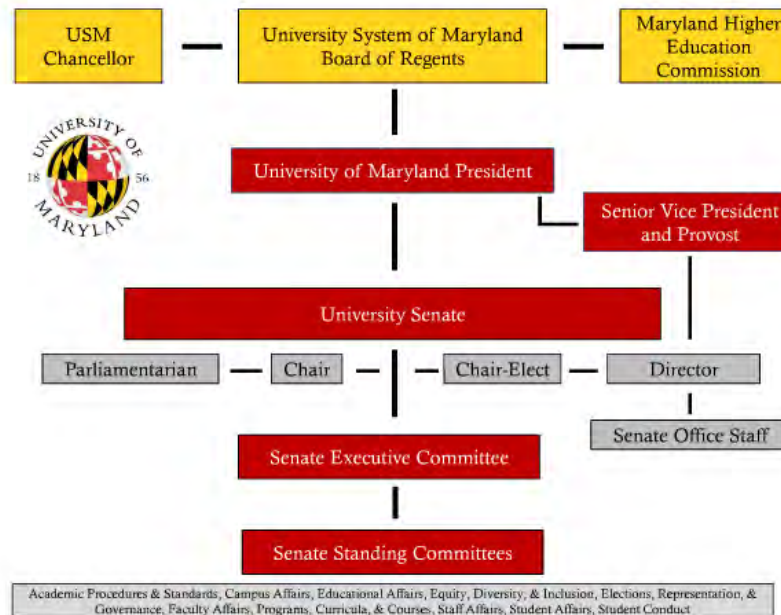
- Consists of faculty, staff, student reps
- Elected each year for a 1-year term
- Also includes Chair-Elect, Parliamentarian, Director, President's Rep & Provost's Rep
- Run by Senate Chair
- Reviews proposals & reports
- Sets the agenda for Senate Meetings



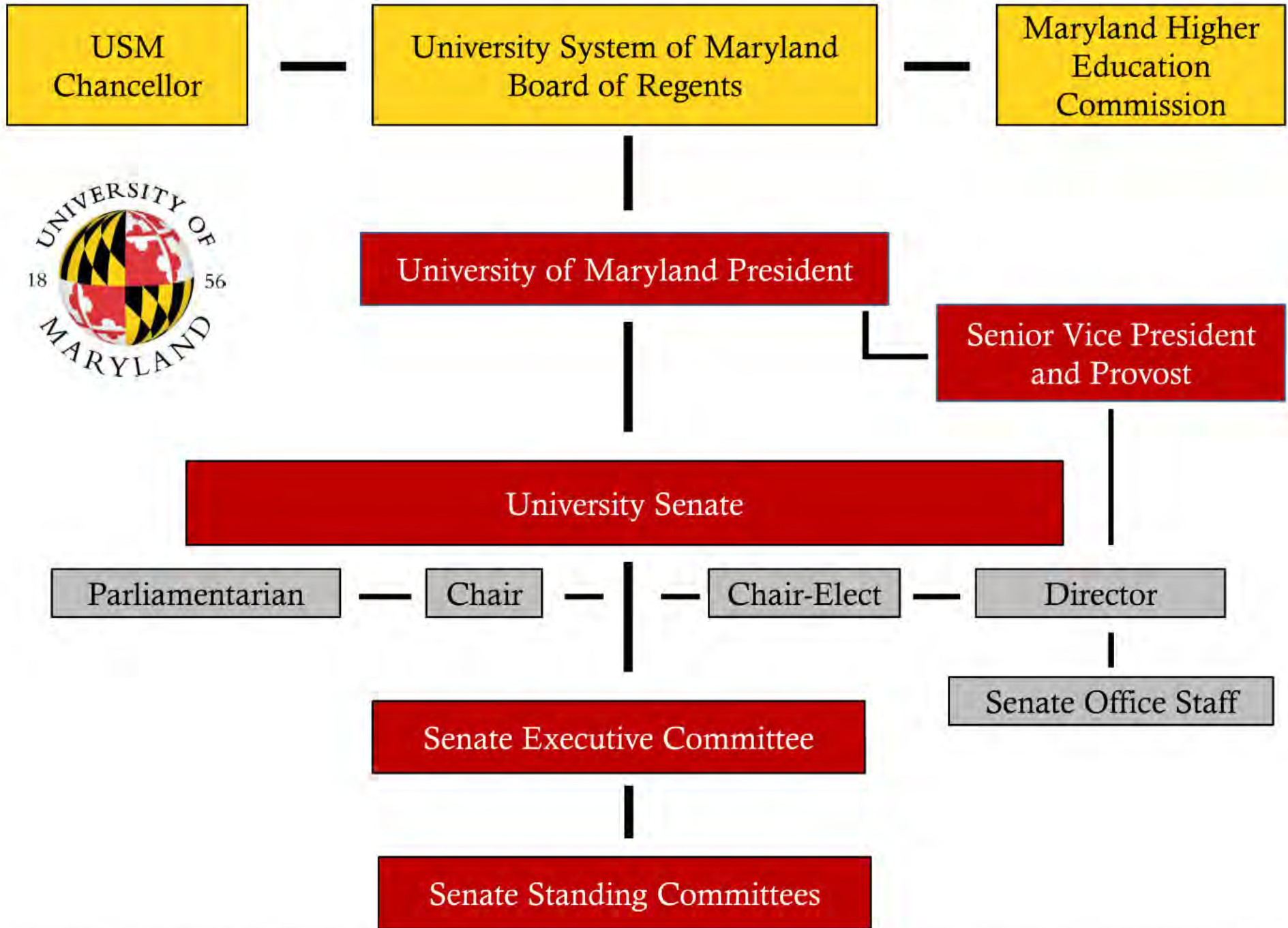
## ***What is Shared Governance?***

Shared governance at the University means governance shared among faculty, staff, students, and administrators at all levels, and includes forming and articulating a vision for the University.

# Where does the Senate fit in?







Academic Procedures & Standards, Campus Affairs, Educational Affairs, Equity, Diversity, & Inclusion, Elections, Representation, & Governance, Faculty Affairs, Programs, Curricula, & Courses, Staff Affairs, Student Affairs, Student Conduct

# Who is on the Senate?

- Constituencies
  - Faculty
  - Staff
  - Students
  - Single-member representatives
- Deans
- Non-voting ex-officios

## Senate Composition

- Tenured/Tenure-Track Faculty = 107
- Professional Track Faculty = 32
- Staff (Exempt - 16 & Non-Exempt - 8) = 24
- Undergraduate Students = 29
- Graduate Students = 10
- Single Member Constituencies (1 rep each) = 7
  - Part-Time Research, Part-Time Teaching, Adjunct, and all Visiting Faculty
  - Emeritus Faculty
  - Head Coaches
  - Post-Doctoral Scholars, Post-Doctoral Associates, Junior Lecturers, and Faculty Assistants
  - Contingent II Staff
  - Part-Time Undergraduate Students
  - Part-Time Graduate Students
- Deans = 15
- Total = 224

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- Run by Senate Chair
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# Standing Committees

- Academic Procedures & Standards
- Campus Affairs
- Educational Affairs
- Elections, Representation, & Governance
- Equity, Diversity, & Inclusion
- Faculty Affairs
- Programs, Curricula, & Courses
- Staff Affairs
- Student Affairs
- Student Conduct

## Who is on the committees?

- Committee chairs are Senators appointed by the Senate Chair
- Members are volunteers, and do not need to be Senators to serve
- Made up of reps from all constituencies & reps from administrative units
- Fac/staff serve 2-year terms & students serve 1-year terms

## What do committees do?

- Help address the concerns of the various constituencies in the campus community
- Analyze proposals brought to the SEC
- Research and do the bulk of the work that the Senate reviews
- Make recommendations to the Senate on policy revisions etc.
- Committee meetings are generally open and agendas are posted
- Committee materials are considered working documents and thus are not released publicly until the committee generates its report

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# Councils

- Councils are joint bodies between the Senate and administrative offices
  - Serve as an advisory board to campus administrators
  - Council recommendations on campus policies typically come through the Senate for review/approval
    - i) IT Council
    - ii) Library Council
    - iii) Research Council
    - iv) Athletic Council
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# Senate Meetings

- 3:15-5pm in the Stamp Student Union (*rooms vary*)
- Meetings alternate between the M/W and TU/TH class schedule
- <https://www.senate.umd.edu/senate-meetings>

## Senate Materials

Materials are sent out and posted 1 week prior to each Senate Meeting

- A combined bookmarked PDF of all materials
- Agenda (action vs. information)
- Minutes
- Committee Reports
  - o Transmittal & Report
  - o Appendices
- Slides/information for special order presentations

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# Senator Responsibilities

- **Attend Monthly Senate Meetings**
  - i) If you cannot make a meeting submit the Google form for an excused absence
- **Review materials and get feedback from colleagues prior to each meeting**
- **Participate in Slack discussions by asking questions and proposing amendments**
- **Be engaged**
- **Take information back to constituents by sharing summaries**

## What do senators do at Senate Meetings?

After each action item is presented, the Chair will open the floor to discussion on that item

- Senators may comment or ask questions
- Senators can make amendments
- Senators can also introduce a non-Senator to speak

Following discussion of each action item, the Chair will open the voting period on that item

- Senators will use your clicker to vote (1) in favor, 2) opposed, 3) abstain



## Protocol

- Only Senators or those introduced by a Senator may speak
- Committee members (including ex-officio members) may speak when their committee presents a report
- Senators must state their name, constituency, and college before speaking
- Speakers should speak directly into the microphone by tilting it up or down, as needed
- A wireless microphone is available if the wired microphone is not accessible
- Senate Meeting audio is recorded

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## **How do I find out what the Senate is working on?**

- The Senate Office maintains a legislation tracking system at <https://www.senate.umd.edu/currentBills>
- Search for past bills
- Review current bills
- Shows stages of review and approval
- Includes links to related documents



## **What's going on this year?**

- Undergraduate Admissions Procedures Related to Criminal Background
- Student Course Evaluation Improvement
- Revisions to the Code of Academic Integrity
- Enhancing Senate Input on University Planning and Resources
- Policy & Procedures Concerning Research Misconduct
- Policy and Procedures for the Establishment & Review of Centers & Institutes
- Policy and Procedures on the Disclosure of Student Education Records
- Non-Discrimination Policy
- Procedures for the Use of Physical Facilities
- Several College Plan of Organization Reviews...



## Senate Legislation Log

**PRESENTED BY** Reka S. Montfort, Executive Secretary & Director

**REVIEW DATES** SEC – August 27, 2018 | SENATE – September 5, 2018

**VOTING METHOD** For information only

**RELEVANT  
POLICY/DOCUMENT** N/A

**NECESSARY  
APPROVALS** N/A

### ISSUE

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The Senate Legislation Log is an overview of the work brought to the Senate during the 2017-2018 academic year. The log shows all completed legislation as well as dates of subsequent approvals following Senate approval. In addition, there is a table of continuing legislation that was not completed last year but will continue into the 2018-2019 academic year.

### RECOMMENDATION(S)

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The Legislation Log is provided for informational purposes.

### COMMITTEE WORK

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N/A

### ALTERNATIVES

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N/A

### RISKS

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N/A

### FINANCIAL IMPLICATIONS

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N/A

**Completed University Senate Legislation 2017-2018**

Senate Document Number	Action	Date of Senate Meeting Action	Disposition	Approval Date(s)	Completion Date
14-15-23	Revisions to the College of Arts & Humanities Plan of Organization	09/06/2017	Presidential Approval	09/08/2017	09/08/2017
16-17-08	Code of Student Conduct Revision	12/07/2017	Presidential Approval	12/21/2017	12/21/2017
16-17-13	Professional Track Faculty Merit Pay Policy	09/06/2017	Presidential Approval	09/08/2017	09/08/2017
16-17-17	PCC Proposal to Establish a Ph.D. in Environmental Health Sciences	11/02/2016	MHEC Approval Presidential Approval BOR Approval	09/27/2017 11/04/2016 02/17/2017	09/27/2017
16-17-18	PCC Proposal to Establish a Master of Science in Environmental Health Sciences	11/02/2016	MHEC Approval Presidential Approval BOR Approval	09/27/2017 11/04/2016 02/17/2017	09/27/2017
16-17-23	Review of the Interim University of Maryland Policy on Student Social Media Privacy	09/06/2017	Presidential Approval	09/08/2017	09/08/2017
16-17-28	Revisions to the UMD Policy on Appointment, Promotion, and Permanent Status of Library Faculty	04/24/2018	Presidential Approval	05/02/2018	05/02/2018
16-17-31	University IT Council Bylaws	11/01/2017	Presidential Approval	11/08/2017	11/08/2017
17-18-01	2016-2017 Legislation Log	09/06/2017	Complete: The Senate reviewed the legislation log as an informational item.		09/06/2017
17-18-02	Approval of the 2017-2018 Committee & Council Slates	09/06/2017	Presidential Approval	09/08/2017	09/08/2017
17-18-03	Inclusion and Respect at the University of Maryland	04/24/2018	Presidential Approval	05/02/2018	05/02/2018
17-18-04	PCC Proposal to Establish a Post-Baccalaureate Certificate in Computing Systems	09/06/2017	Presidential Approval MHEC Approval BOR Approval	09/08/2017 11/08/2017 11/09/2017	11/09/2017
17-18-05	PCC Proposal to Establish a Post-Baccalaureate Certificate in Networking Software Development	09/06/2017	BOR Approval MHEC Approval Presidential Approval	11/09/2017 11/16/2017 09/08/2017	11/16/2017
17-18-06	PCC Proposal to Establish a Post-Baccalaureate Certificate in Wireless Communications	09/06/2017	Presidential Approval MHEC Approval BOR Approval	09/08/2017 11/06/2017 11/09/2017	11/09/2017
17-18-09	PCC Proposal to Establish a Post-Baccalaureate Certificate in Financial Risk Management	10/05/2017	BOR Approval MHEC Approval Presidential Approval	02/20/2018 04/17/2018 10/06/2017	04/17/2018
17-18-11	Prohibition of Symbols of Hate and Intimidation in Campus Facilities	03/08/2018	Complete: The Senate reviewed the report as an informational item.		03/08/2018
17-18-13	Review of the University of Maryland College Park Policies and Procedures Governing Faculty Grievances	04/04/2018	Presidential Approval	04/05/2018	04/05/2018
17-18-14	BOR Staff Awards 2017-2018	07/23/2018	Complete: The BOR approved the final Staff Awards for 2018.		07/23/2018
17-18-15	Nominations Committee Slate 2017-2018	12/07/2017	Presidential Approval	12/21/2017	12/21/2017
17-18-18	PCC Proposal to Establish a Post-Baccalaureate Certificate in Bilingual Speech-Language Pathology	02/07/2018	Presidential Approval MHEC Approval BOR Approval	02/08/2018 07/02/2018 07/17/2018	07/17/2018
17-18-19	PCC Proposal to Rename the Master's Program in Education Policy and Leadership to Teaching and Learning Policy and Leadership	02/07/2018	Presidential Approval BOR Approval MHEC Approval	02/08/2018 03/01/2018 04/19/2018	04/19/2018
17-18-22	Review of the Interim University of Maryland Web Accessibility Policy	04/04/2018	Presidential Approval	04/05/2018	04/05/2018
17-18-27	Transition Meeting Slate 2018	05/09/2018	Complete: The Senate conducted the elections.		05/09/2018

**Pending University Senate Legislation 2017-2018**

Senate Document Number	Name	Requester	Reviewing Committee	Date Received	Senate Status
<i>Legislation Reviewed from Prior Years</i>					
12-13-37	Revisions to the College of Information Studies (INFO) Plan of Organization	College of Information Studies (INFO)	Elections, Representation, & Governance (ERG) Committee and Faculty Affairs Committee	12/18/2012	Under Review.
13-14-05	Revisions to the College of Education (EDUC) Plan of Organization	College of Education (EDUC)	Elections, Representation, & Governance (ERG) Committee and Faculty Affairs Committee	09/03/2013	Under Review.
13-14-37	Revisions to the School of Public Health (SPHL) Plan of Organization	School of Public Health (SPHL)	Elections, Representation, & Governance (ERG) Committee and Faculty Affairs Committee	09/02/2013	Under Review.
13-14-38	Revisions to the University of Maryland Libraries (LIBR) APPS Section / Plan of Organization	University of Maryland Libraries	Faculty Affairs Committee	12/20/2013	Under Review.
16-17-14	Revisions to the A. James Clark School of Engineering Plan of Organization	A. James Clark School of Engineering	Elections, Representation, & Governance (ERG) Committee and Faculty Affairs Committee	09/26/2016	Under Review.

16-17-24	Student Course Evaluation Improvement Project	Benjamin Bederson, Associate Provost for Learning Initiatives, and Alice Donlan, TLTC Director of Research	Academic Procedures & Standards (APAS) Committee	01/19/2017	Under Review.
16-17-29	Undergraduate Admissions Procedures Related to Criminal Background	University Senate Office	Academic Procedures & Standards (APAS) Committee	02/27/2017	Under Review.
16-17-32	Providing Gender Inclusive Facilities	Luke Jensen, Director, LGBT Equity Center	Equity, Diversity, & Inclusion (EDI) Committee	03/10/2017	Under Review.
16-17-36	University Expectations for Limited Enrollment Programs	Senate Executive Committee	Educational Affairs Committee	05/15/2017	Under Review.
<i>Legislation Reviewed from 2017-2018</i>					
17-18-07	Interim University of Maryland Policy and Procedures Concerning Research Misconduct	John Bertot, Associate Provost for Faculty Affairs	Faculty Affairs Committee	08/17/2017	Under Review.
17-18-08	Revision of the Code of Academic Integrity	Andrea Goodwin, Director of Student Conduct	Student Conduct Committee	08/22/2017	Under Review.
17-18-12	Review of the University of Maryland Policy and Procedures for the Establishment and Review of Centers and Institutes	University Senate Office	Research Council	09/12/2017	Under Review.
17-18-16	Proposal to Amend the UMD Policy and Procedures on the Disclosure of Student Education Records	Adrian Cornelius, University Registrar	Educational Affairs Committee	11/20/2017	Under Review.
17-18-17	Proposed New Policies on Parking During Athletic Events	Thomas Cohen, Professor	CTAC	11/20/2017	Under Review.
17-18-23	PCC Proposal to Rename the PhD Program in "Human Development Education" to "Human Development"	PCC Committee		02/23/2018	Pending Approval. Waiting on BOR Approval, MHEC Approval
17-18-24	PCC Proposal to Rename the Master's Program in "Human Development Education" to "Human Development"	PCC Committee		02/23/2018	Pending Approval. Waiting on BOR Approval, MHEC Approval
17-18-25	PCC Proposal to Establish a Post-Baccalaureate Certificate in Integrated Technology in Education	PCC Committee		03/30/2018	Pending Approval. Waiting on BOR Approval, MHEC Approval
17-18-26	2018 Council of University System Staff Elections	Staff Affairs Committee	Senate Executive Committee (SEC)	03/07/2018	Under Review.

**2018-2019 Senate Standing Committee & University Council Slates****PRESENTED BY** Pam Lanford, Chair**REVIEW DATES** SEC – August 27, 2018 | SENATE – September 5, 2018**VOTING METHOD** In a single vote**RELEVANT  
POLICY/DOCUMENT** N/A**NECESSARY  
APPROVALS** Senate, President**ISSUE**

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Presentation of the Senate Standing Committee and University Council Slates, as generated by the Senate Committee on Committees, to be approved by the Senate Executive Committee (SEC) and the University Senate.

**RECOMMENDATION(S)**

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The Committee on Committees recommends that the Senate approve the slates as submitted.

**COMMITTEE WORK**

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The Committee on Committees met on May 23, 2018 and May 29, 2018 to review all of the committee volunteers and their statements. There were 91 membership openings to fill on the ten standing committees of the Senate, and the Committee on Committees received and reviewed 284 volunteer applications from the various constituencies on campus. The committee endeavored to create balanced standing committee memberships, representing a variety of Colleges/Schools, departments/units, disciplines, and gender, to the best of its ability. The committee selected faculty, staff, and student volunteers to fill the 91 open positions. The committee members used the volunteers' top three choices from their preference form to place volunteers onto respective committees. In addition, committee members and Senate Office staff were assigned responsibilities for further recruitment efforts, as needed.

The 2018-2019 Committee on Committees approved the final slate on June 20, 2018. Following the final placements, the Senate Office informed all of the volunteers whether they had been placed on a committee for the 2018-2019 academic year. The Senate Office staff worked with the Chair of the Committee on Committees to fill any vacancies that arose during the summer.

Additionally, the Senate Chair-Elect worked with the representative of the Provost on the University Library Council to create a slate of candidates for the Council. In accordance with the University Library Council Bylaws, the slate of appointees was reviewed and approved by the Committee on Committees. Upon completion, the slate will be approved by the Senior Vice President and Provost.

The Senate Chair and the Director of the Senate worked with the Vice President for Research to create a slate of appointees for the University Research Council. The Research Council slate was reviewed and approved by the Committee on Committees.

The Senate Chair and the Director of the Senate also worked with the Vice President for Information Technology (IT) and Chief Information Officer to create a slate of appointees for the University IT Council. The IT Council slate was reviewed and approved by the Committee on Committees.

Any vacancies on committees and councils that arise during the academic year will be filled in accordance with the Bylaws.

## **ALTERNATIVES**

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The Senate could decide to not approve the slates.

## **RISKS**

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There are no risks to the University.

## **FINANCIAL IMPLICATIONS**

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There are no financial implications.

## Academic Procedures & Standards (APAS) Committee

### Nominated

Progyan Basu	Faculty	BMGT	2020
Lee Friedman	Faculty	CMNS	2020
Roberto Korzeniewicz	Faculty	BSOS	2020
Marilee Lindemann	Faculty	UGST	2020
David Straney	Faculty	CMNS	2020
Deanna Barath	Graduate Student	SPHL	2019
Lauren Brown	Undergraduate Student	ENGR	2019
Benjamin Parrish	Undergraduate Student	CMNS	2019
Julian Savelski	Undergraduate Student	BSOS	2019

### Ex-Officio

Adrian Cornelius	Ex-Officio - University Registrar Rep	SVPAAP	2019
Jeffrey Franke	Ex-Officio - Graduate School Rep	GRAD	2019
Shannon Gundy	Ex-Officio - Director of Undergraduate Admissions Rep	SVPAAP	2019
Lisa Kiely	Ex-Officio - Undergraduate Studies Rep	UGST	2019
William Cohen	Ex-Officio - Provost's Rep	UGST	2019

### Continuing Members

Michael Sparrow	Staff	BMGT	2019
Michael Ambrose	Faculty	ARCH	2019
Linda Coleman	Faculty	ARHU	2019
Byung-Eun Kim	Faculty	AGNR	2019
Celina McDonald	Faculty	LIBR	2019
Elizabeth Warner	Faculty	CMNS	2019

### Chair

Thomas Cohen	Chair	CMNS	2019
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## Campus Affairs Committee

### Nominated

Pamela McNally	Staff	VPAF	2020
Jing Lin	Faculty	EDUC	2019
Elizabeth Wasden	Faculty	BSOS	2020
Joshua Westgard	Faculty	LIBR	2020
Carly Woods	Faculty	ARHU	2020
Charvi Jain	Graduate Student	ENGR	2019
Yuhan Rao	Graduate Student	BSOS	2019
Nadia Owusu	Undergraduate Student	BSOS	2019
William Wong	Undergraduate Student	ARHU	2019

### Ex-Officio

Luke Jensen	Ex-Officio - Chief Diversity Officer Rep	SVPAAP	2019
Anne Martens	Ex-Officio - VP Administration and Finance Rep	VPAF	2019
Joel Seligman	Ex-Officio - VP University Relations Rep	VPUR	2019
Sue Sherburne	Ex-Officio - Chair of Coaches Council Rep	PRES	2019
John Zacker	Ex-Officio - VP Student Affairs Rep	VPSA	2019
David Cronrath	Ex-Officio - Provost's Rep	SVPAAP	2019
Annie Rappeport	Ex-Officio - GSG Rep	EDUC	2019
Jonathan Allen	Ex-Officio - SGA Rep	BSOS	2019

### Continuing Members

Gerald Miller	Faculty	CMNS	2019
Lance Yonkos	Faculty	AGNR	2019
HuyenTran Nguyen	Staff	LIBR	2019

### Chair

Gene Ferrick	Chair	CMNS	2019
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## Educational Affairs Committee

### Nominated

Matthew Sinclair	Staff	ENGR	2020
Lindsey Anderson	Faculty	ARHU	2020
Michele Callaghan	Faculty	ARHU	2020
Katy Lawley	Faculty	INFO	2020
David Myers	Faculty	AGNR	2019
Beth St Jean	Faculty	INFO	2020
Yukako Tatsumi	Faculty	LIBR	2020
Shakia Asamoah	Graduate Student	EDUC	2019
David Nguyen	Undergraduate Student	ENGR	2019
Elizabeth Pichowicz	Undergraduate Student	EDUC	2019

### Ex-Officio

Linda Macri	Ex-Officio - Graduate School Rep	GRAD	2019
Marcio Oliveira	Ex-Officio - Division of Information Technology Rep	DIT	2019
Scott Roberts	Ex-Officio - Provost's Rep	SVPAAP	2019
Ann Smith	Ex-Officio - Undergraduate Studies Rep	UGST	2019
Douglas Roberts	Ex-Officio - Associate Dean for General Education	UGST	2019
Annie Rappeport	Ex-Officio - GSG Rep	EDUC	2019
Rahila Olanrewaju	Ex-Officio - SGA Rep	BSOS	2019

### Continuing Members

Lindsay Carpenter	Faculty	LIBR	2019
Jeffrey Henrikson	Faculty	CMNS	2019
Joseph Oudin	Faculty	BSOS	2019
Yunfeng Zhang	Faculty	ENGR	2019
Catherine Fisanich	Staff	CMNS	2019

### Chair

Marsha Rozenblit	Chair	ARHU	2019
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## Elections, Representation, & Governance (ERG) Committee

### **Nominated**

Christine Johnston	Faculty	AGNR	2020
Elizabeth Lathrop	Faculty	ENGR	2020
Bria Parker	Faculty	LIBR	2020
Lisha Lai	Graduate Student	BMGT	2019
MacGregor Obergfell	Graduate Student	EDUC	2019
Alexander Houck	Non-Exempt Staff	VPSA	2020
Olivia Mandell	Undergraduate Student	PUAF	2019
Benjamin Reichard	Undergraduate Student	BSOS	2019

### **Ex-Officio**

Jonathan Herrington	Ex-Officio - Director of Human Resources Rep	VPAF	2019
Sharon La Voy	Ex-Officio - Associate VP IRPA Rep	SVPAAP	2019

### **Continuing Members**

Raymond Nardella	Staff	VPSA	2019
Leigh Ann DePope	Faculty	LIBR	2019
Wendell Hill	Faculty	CMNS	2019
Elizabeth McClure	Faculty	ARHU	2019

### **Chair**

Andrew Horbal	Chair	LIBR	2019
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## Equity, Diversity, & Inclusion (EDI) Committee

### Vacancies

#### Non-Exempt Staff

#### Nominated

Mary Forsythe	Exempt Staff	BMGT	2020
Rachel Gammons	Faculty	LIBR	2020
Manouchehr Mokhtari	Faculty	SPHL	2020
Yakeen Jain	Graduate Student	ENGR	2019
Chandra Reyna	Graduate Student	BSOS	2019
Joanna Wiley	Non-Exempt Staff	LIBR	2020
Oluwatoyin Awotunde	Undergraduate Student	SPHL	2019
Branson Cameron	Undergraduate Student	BSOS	2019

#### Ex-Officio

Leslie Annexstein	Ex-Officio - OCRSM Rep	PRES	2019
Cynthia Edmunds	Ex-Officio - Chief Diversity Officer	PRES	2019
Anne Martens	Ex-Officio - VP Administration & Finance Rep	VPAF	2019
Daniel Ostick	Ex-Officio - VP Student Affairs Rep	VPSA	2019
Laura Rosenthal	Ex-Officio - Provost's Rep	ARHU	2019

#### Continuing Members

Moneca Clyburn	Exempt Staff	BMGT	2019
Angela Harmon	Exempt Staff	BSOS	2019
Jennifer Dindinger	Faculty	AGNR	2019
Daune O'Brien	Faculty	INFO	2019
Phillip Staniczenko	Faculty	CMNS	2019

#### Chair

Eric Grims	Chair	ARHU	2019
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## Faculty Affairs Committee

### Nominated

Alexis Monahan	Staff	VPUR	2020
Caroline Boules	Faculty Senator	AGNR	2020
Mark Fuge	Faculty	ENGR	2020
Shevaun Lewis	Faculty	ARHU	2020
Tom Porter	Faculty Senator	AGNR	2019
Janice Reutt-Robey	Faculty	CMNS	2020
Ann Weeks	Faculty	INFO	2020
Paula Nasta	Graduate Student	ARCH	2019
Elina Thapa	Graduate Student	ENGR	2019
Yaelle Goldschlag	Undergraduate Student	CMNS	2019

### Ex-Officio

Michele Eastman	Ex-Officio - President's Rep	PRES	2019
Ellin Scholnick	Ex-Officio - Ombuds Officer	PRES	2019
Jewel Washington	Ex-Officio - Director of Human Resources Rep	VPAF	2019
John Bertot	Ex-Officio - Provost's Rep	SVPAAP	2019
Philip Evers	Ex-Officio - CUSF Rep	BMGT	2019

### Continuing Members

Debabrata Biswas	Faculty Senator	AGNR	2019
Timothy Hackman	Faculty	LIBR	2019
Nicole LaRonde	Faculty Senator	CMNS	2019
Sacoby Wilson	Faculty	SPHL	2019

### Chair

Jack Blanchard	Chair	BSOS	2019
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## Programs, Curricula, & Courses (PCC) Committee

### Vacancies

#### Faculty

#### Nominated

Cindy Clement	Faculty	BSOS	2020
Ashleigh Coren	Faculty	LIBR	2020
Amanda Rockler	Faculty	AGNR	2020
Efrain Rodriguez	Faculty	CMNS	2020
Delores Ziegler	Faculty	ARHU	2020
Amanda Hart	Graduate Student	EDUC	2019
Olivia Delaplaine	Undergraduate Student	BSOS	2019
Tyler Hoffman	Undergraduate Student	CMNS	2019

#### Ex-Officio

Elizabeth Beise	Ex-Officio - Provost's Rep	SVPAAP	2019
Ryan Long	Ex-Officio - Graduate School Rep	ARHU	2019
Daniel Mack	Ex-Officio - Dean of Libraries Rep	LIBR	2019
Douglas Roberts	Ex-Officio - Undergraduate Studies Rep	UGST	2019

#### Continuing Members

Traci Dula	Staff	UGST	2019
Stephen Roth	Faculty	SPHL	2019
Jordan Sly	Faculty	LIBR	2019
Chandrasekhar Thamire	Faculty	ENGR	2019
Melissa Welsh	Faculty	AGNR	2019

#### Chair

Janna Bianchini	Chair	ARHU	2019
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## Staff Affairs Committee

### Nominated

Judi Gorski	Exempt Staff (Academic)	CMNS	2019
Philip Hammer	Exempt Staff Contingent II	SVPAAP	2020
Erin Rooney-Eckel	Exempt Staff (Division)	VPSA	2019
Kristin Stenson	Exempt Staff (Academic)	CMNS	2020
Margaret Saponaro	Faculty	LIBR	2020
Kayla Cullum	Non-Exempt Staff (Academic)	CMNS	2019
Dwonne Knight	Non-Exempt Staff Contingent II	LIBR	2019
Lealin Queen	Non-Exempt Staff (Academic)	LIBR	2020
William Jackson	Student	BSOS	2019

### Ex-Officio

Amelia Barabak	Ex-Officio - Provost's Rep	SVPAAP	2019
Darrell Claiborne	Ex-Officio - CUSS Rep (Non-Voting)	BMGT	2020
Sarah Goff	Ex-Officio - CUSS Rep	BSOS	2020
Elizabeth Hinson	Ex-Officio - CUSS Rep (Non-Voting)	PLCY	2020
Anne Martens	Ex-Officio - VP Administration & Finance Rep	VPAF	2019
Matthew Nesson	Ex-Officio - CUSS Rep (Non-Voting)	EXST	2020
Kalia Patricio	Ex-Officio - CUSS Rep	VPSA	2020
Jacqueline Richmond	Ex-Officio - Director of Human Resources Rep	VPAF	2019
Maureen Schrimpe	Ex-Officio - CUSS Rep	VPSA	2020
Brooke Supple	Ex-Officio - VP Student Affairs Rep	VPSA	2019

### Continuing Members

Jane Edwards	Exempt Staff (Division)	VPR	2019
Rosanne Hoas	Non-Exempt Staff (Division)	VPAF	2019
Antonietta Jennings	Non-Exempt Staff (Division)	VPR	2019

### Chair

Fulvio Cativo	Chair	VPUR	2019
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## Student Affairs Committee

### Nominated

Erin Caporellie	Staff	SPHL	2020
Elizabeth Caringola	Faculty	LIBR	2020
Kasope Jijoho-Ogun	Graduate Student	ENGR	2019
Jing Liang	Graduate Student Senator	PUAF	2019
Aldrich Raja	Graduate Student Senator	ENGR	2019
Rachel Venaglia	Graduate Student	BSOS	2019
Daniel Alpert	Undergraduate Student	BMGT	2019
Makayla Brown	Undergraduate Student	CMNS	2019
Noah Fortson	Undergraduate Student Senator	JOUR	2019
Mehrnaz Ighani	Undergraduate Student Senator	SPHL	2019
Sasha Kahn	Undergraduate Student Senator	ARCH	2019
Joshua McGhee	Undergraduate Student	BSOS	2019
Nerrise Njungkeng	Undergraduate Student	CMNS	2019
Joshua Schmidt	Undergraduate Student Senator	ARCH	2019

### Ex-Officio

Mary Hummel	Ex-Officio - VP Student Affairs Rep	VPSA	2019
Susan Martin	Ex-Officio - Graduate School Rep	VPSA	2019
Dennis Passarella-George	Ex-Officio - Resident Life Rep	VPSA	2019
Matthew Supple	Ex-Officio - VP Student Affairs Rep	VPSA	2019
Xu Han	Ex-Officio - GSG Rep	PUAF	2019
Rohini Nambiar	Ex-Officio - SGA Rep	SPHL	2019

### Continuing Members

Shaik Rahaman	Faculty	AGNR	2019
Erica Simpkins	Staff	VPSA	2019

### Chair

Christine Rhee	Chair	EDUC	2019
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## Student Conduct Committee

### Nominated

Ursula Gorham-Oscilowski	Faculty	INFO	2020
Hilary Thompson	Faculty	LIBR	2020
Jane Lyons	Student	PUAF	2019
Megan Stump	Graduate Student	EDUC	2019
Julia Mikolajczak	Undergraduate Student	BSOS	2019
Bridget Myers	Undergraduate Student	CMNS	2019
David Perdue	Undergraduate Student	BMGT	2019

### Ex-Officio

Andrea Goodwin	Ex-Officio - Director of Student Conduct (Non-Voting)	VPSA	2019
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### Continuing Members

Blessing Enekwe	Staff	GRAD	2019
John Buchner	Faculty	CMNS	2019
Jason Speck	Faculty	LIBR	2019

### Chair

Fuller Ming	Chair	VPSA	2019
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## IT Council

### Nominated

Willie Brown	Exempt Staff	VPAF	2020
Ann Holmes	Enterprise Systems Working Group Chair	BSOS	2020
Jim Zahniser	Infrastructure Working Group Chair	ENGR	2020
Andrew Smith	Professional Track Faculty	CMNS	2020
Jessica Chopyk	Graduate Student	SPHL	2019
Gregorio Zimmerman	Undergraduate Student	ENGR	2019

### Ex-Officio

Ben Wallberg	Ex-Officio - Dean of Libraries Rep	LIBR	2019
John Bertot	Ex-Officio - Provost's Rep	SVPAAP	2019
Jeffrey Hollingsworth	Ex-Officio - VP IT/CIO	DIT	2019
Jonathan Allen	Ex-Officio - IT Student Advisory Committee	BSOS	2019

### Continuing Members

Helene Cohen	Learning Technology Working Group Chair	EDUC	2019
Michel Cukier	IT Security Advisory Committee Chair	ENGR	2019
Richard King	Tenured Faculty	ARHU	2019
Derek Richardson	Enabling Research Working Group Chair	CMNS	2019

### Chair

William Bowerman	Chair	AGNR	2019
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## Library Council

### Nominated

Ibrahim Ades	Faculty	CMNS	2019
Michel Boudreaux	Faculty	SPHL	2020
Brian Butler	Faculty	INFO	2020
Barbara Hagg-Huglo	Faculty	ARHU	2020
Joseph Koivisto	Library Faculty	LIBR	2020
Min Wang	Faculty	EDUC	2020
Ronald Yaros	Faculty	JOUR	2019
Chibuike Abana	Graduate Student	ENGR	2019
Jesse Cotton	Undergraduate Student	SPHL	2019

### Ex-Officio

Marcio Oliveira	Ex-Officio - Division of IT Rep	DIT	2019
John Bertot	Ex-Officio - Provost's Rep	SVPAAP	2019
Pamela Lanford	Ex-Officio - Senate Chair-Elect	VPR	2019
Gary White	Ex-Officio - Libraries Rep	LIBR	2019

### Continuing Members

Alice Allen	Faculty	CMNS	2019
Bernard Cooperman	Faculty	ARHU	2019
John Cumings	Faculty	ENGR	2019

### Chair

Debra Shapiro	Chair	BMGT	2019
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## Research Council

### Vacancies

#### Student

#### Nominated

Christopher Cadou	Faculty	ENGR	2020
Michael Pack	Faculty	ENGR	2020
Lisa Taneyhill	Faculty	AGNR	2020
Dietrich Epp Schmidt	Graduate Student	AGNR	2019
Stephanie Williams	Undergraduate Student	CMNS	2019

#### Ex-Officio

Eric Chapman	Ex-Officio - VP Research Rep	VPR	2019
Michele Eastman	Ex-Officio - President's Rep	PRES	2019
Blessing Enekwe	Ex-Officio - Graduate School Rep	GRAD	2019
Cynthia Hale	Ex-Officio - Provost's Rep	SVPAAP	2019
Wendy Montgomery	Ex-Officio - Director of ORA Rep	VPR	2019
Douglas Roberts	Ex-Officio - Undergraduate Studies Rep	UGST	2019

#### Continuing Members

Ann Holmes	Staff	BSOS	2019
John Fourkas	Faculty	CMNS	2019
Martin Loeb	Faculty	BMGT	2019
Robin Puett	Faculty	SPHL	2019
Martha Nell Smith	Faculty	ARHU	2019
Jade Wexler	Faculty	EDUC	2019

#### Chair

George Hurtt	Chair	BSOS	2020
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## **Gender-Inclusive Facilities**

**PRESENTED BY** Eric Grims, Chair

**REVIEW DATES** SEC – August 27, 2018 | SENATE – September 5, 2018

**VOTING METHOD** In a single vote

**RELEVANT  
POLICY/DOCUMENT**

**NECESSARY  
APPROVALS** Senate, President

### **ISSUE**

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In March 2017, the Director of the LGBT Equity Center submitted a proposal asking that the Senate develop a policy covering the use of gender-specific facilities, and consider recommendations that would both increase the number of gender-inclusive restrooms on campus and make it easier to locate them. On April 12, 2017, the Senate Executive Committee (SEC) charged the Equity, Diversity, & Inclusion (EDI) Committee with reviewing the proposal and any current campus policies addressing gender-inclusive facilities; consulting with a range of stakeholders, including the Division of Administration & Finance, the Division of Student Affairs, and the Division of Intercollegiate Athletics; researching policies and practices at Big 10 and peer institutions; and proposing changes to University policies or practices, as necessary.

### **RECOMMENDATIONS**

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The EDI Committee recommends that the Senate approve the Policy of Non-Discrimination on the Basis of Gender Identity or Expression in the Use of Gendered Facilities immediately following the report. The committee also presents thirteen additional recommendations.

### **COMMITTEE WORK**

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The EDI Committee began discussing the charge at its last meeting of the 2016-2017 academic year, when it reviewed practices in the Division of Student Affairs and the Division of Administration & Finance. Throughout the fall semester of 2017, the committee consulted with a range of stakeholders, including the proposer and representatives from the Division of Intercollegiate Athletics, Facilities Management, and the Department of Resident Life. It also corresponded with representatives from relevant units in the Division of Student Affairs, including Resident Life, Fraternity & Sorority Life, RecWell, Dining Services, and the Stamp Student Union.

The EDI Committee reviewed existing campus policies and resources. Current University and University System of Maryland (USM) policies prohibit discrimination on the basis of gender identity or gender expression, though none explicitly reference the use of gendered facilities. In the case of restrooms, recent University practice has been to include at least one gender-inclusive restroom in all new construction projects. The committee learned that there are few standard practices across campus, and variation in the terminology used to identify spaces that are not intended for use by

individuals of a particular gender. This created difficulties when the committee sought to identify the number of gender-inclusive restrooms on campus, as did the fact that restroom facilities are overseen by different entities. Restrooms in auxiliary units such as Student Affairs, for example, are managed differently than those in academic buildings, as are locker rooms maintained by the Division of Intercollegiate Athletics. Facilities Management was able to provide a partial list of known gender-inclusive restrooms, and the Campus Web Map marks the location of some of these using a golden toilet icon. Nearly all of them are single-user restrooms.

The committee also reviewed requirements imposed by various state and federal building codes and standards dictating the capacity, location, and amenities of restrooms. While such provisions stipulate the number of fixtures for “men” and “women” based on occupancy, they do not currently require gender-inclusive restrooms. The costs associated with constructing or renovating restroom facilities vary significantly depending on local conditions and existing infrastructure. In its review of policies and practices at Big 10 and peer institutions, the committee found that a number of peers have converted single-user restrooms to gender-inclusive facilities and several have policies or statements establishing the right of individuals to use gendered facilities consistent with their gender identity.

In response to its findings, the committee developed a new Policy of Non-Discrimination on the Basis of Gender Identity or Expression in the Use of Gendered Facilities. The policy clearly communicates the University’s commitment to creating and sustaining an inclusive campus environment and establishes the right of individuals to use gendered facilities consistent with their gender identity. The committee also developed a series of recommendations intended to standardize terminology and increase the number of restrooms that are not intended for use by individuals of a particular gender.

On May 11, 2018, the committee voted unanimously to approve its proposed Policy of Non-Discrimination on the Basis of Gender Identity or Expression in the Use of Gendered Facilities and accompanying recommendations.

## **ALTERNATIVES**

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The Senate could reject the proposed policy and recommendations. However, it would lose the opportunity to enhance the University’s restroom facilities and clearly establish the right of individuals to use facilities consistent with their gender identity.

## **RISKS**

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There are no known risks to the University.

## **FINANCIAL IMPLICATIONS**

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Financial resources will be required to implement the recommendations.



## Gender-Inclusive Facilities

### 2017-2018 Committee Members

**Eric Grims** (Chair)  
**Nat Baldino** (Graduate Student)  
**Catherine Carroll** (Ex-Officio OCRSM Rep)  
**Jordan Carter-Reich** (Staff)  
**Moneca Clyburn** (Staff)  
**Jennifer Dindinger** (Faculty)  
**Qing Dong** (Staff)  
**Cindy Felice** (Ex-Officio VP Student Affairs Rep)  
**Steve Fetter** (Ex-Officio Provost's Rep)  
**Angela Harmon** (Staff)  
**Pradeep Kapur** (Faculty)  
**Anne Martens** (Ex-Officio VP Administration & Finance Rep)

**Daune O'Brien** (Faculty)  
**Shy Porter** (Graduate Student)  
**Pablo Roa** (Undergraduate Student)  
**Beth St. Jean** (Faculty)  
**Phillip Staniczenko** (Faculty)  
**Leon Tune** (Staff)  
**Katelyn Turner** (Undergraduate Student)  
**Roger Worthington** (Ex-Officio Chief Diversity Officer)

### Date of Submission

July 2018

## BACKGROUND

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In March 2017, the Director of the LGBT Equity Center submitted a proposal asking that the Senate develop a policy covering the use of gender-specific facilities, and consider recommendations that would both increase the number of gender-inclusive restrooms on campus and make it easier to locate them. On April 12, 2017, the Senate Executive Committee (SEC) charged the Equity, Diversity, & Inclusion (EDI) Committee with reviewing the proposal and any current campus policies addressing gender-inclusive facilities; consulting with a range of stakeholders, including the Division of Administration and Finance, the Division of Student Affairs, and the Department of Intercollegiate Athletics; researching policies and practices at Big 10 and peer institutions; and proposing changes to University policies or practices, as necessary (Appendix 3).

## DEFINITIONS

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The following terms are used in this report:

**ADA Compliant Restroom:** A restroom that complies with Americans with Disabilities Act (ADA) requirements. When an existing restroom facility is renovated, it must be brought into ADA compliance.

**Building Codes:** There are a range of codes covering the construction and renovation of facilities, including the ADA, International Plumbing Code, International Building Code, National Fire Protection Association, and various codes and standards established by the Washington Suburban Sanitary Commission (WSSC). Unless otherwise noted, references to "building codes" may reference these or other provisions that the University must follow when building/renovating.

**Family Restroom:** A lockable restroom facility intended for use by families that includes a changing table.

**Gender-Inclusive Facility:** A facility that is not intended and identified for use by individuals of a particular gender identity. Terminology for such facilities varies and is evolving, and includes: gender inclusive (sometimes hyphenated), gender neutral (sometimes hyphenated), mixed gender, single-user, single-occupancy, unisex, and family. Nearly all gender-inclusive restrooms are intended for use by one individual, with the exception of family restrooms and several multi-user restrooms in the Stamp Student Union and recreation facilities. Additionally, there are several gender-inclusive locker/changing rooms in use (or under construction).

**Gender-Specific or Sex-Segregated Facility:** A facility that is intended and identified for use by individuals of a particular gender identity (i.e. “men” or “women”). In the context of this report, facilities include restrooms, changing rooms, and locker rooms.

**Single-User/Single-Occupancy Restroom:** A lockable restroom facility intended for use by a single individual. Many single-user restrooms are also ADA compliant.

**Major Renovation:** A renovation whose costs are  $\geq 50\%$  of a building’s replacement value.

## CURRENT PRACTICE

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There are no University policies that explicitly reference the use of gender-inclusive facilities, though the University’s Non-Discrimination Policy & Procedures ensure equal access to facilities and prohibit various forms of discrimination. In addition, the University System of Maryland Policy of Non-Discrimination on the Basis of Sexual Orientation and Gender Identity or Expression (VI-1.05) requires each institution to create policies protecting individuals from discrimination on the basis of gender identity or gender expression.

The Design Criteria/Facility Standards Manual maintained by Facilities Management recommends the inclusion of one “gender neutral” restroom in all new construction or major renovation projects. While only guidance, recent construction and major renovation projects have included at least one such restroom. Current building codes do not establish standards for gender-inclusive restrooms.

## COMMITTEE WORK

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The EDI Committee began discussing the charge at its last meeting of the 2016-2017 academic year, when the committee’s ex-officio representatives from the Division of Student Affairs and the Division of Administration & Finance clarified how the charge elements touched on current practice and policies in their respective divisions. In 2017-2018, the committee began consideration of the charge by consulting with the proposer and meeting with a range of stakeholders, including representatives from the Division of Intercollegiate Athletics, Facilities Management, and the Department of Resident Life. It also corresponded with representatives from relevant units in the Division of Student Affairs (Resident Life, Fraternity & Sorority Life, Recreation and Wellness, Dining Services, and the Stamp Student Union). In the course of its work, the committee identified and considered the following topics:

### Issues & Concerns

In 2016, the Department of Justice and the Department of Education released a “Dear Colleague Letter on Transgender Students” that called on educational institutions to actively protect students from discrimination on the basis of gender identity. In speaking with the committee, the proposer noted that this guidance was subsequently rescinded, creating an opportunity for the University to explicitly prohibit any discrimination based on gender identity or gender expression. The proposer explained that there are individuals on campus who do not feel safe in gender-

specific facilities, particularly transgender or gender-nonconforming people or those who might be perceived as such. He noted that a policy clearly establishing the right of every individual to use whichever gender-specific facility they choose would help address this concern. Additionally, he recommended that the University identify existing single-user restrooms as gender-inclusive and ensure that new construction and renovation projects increase the total number of gender-inclusive restrooms.

### **Existing Facilities**

Most restrooms on campus are intended and identified for use by individuals of a particular gender. With the exception of several multi-user facilities noted below, nearly all of the restrooms that are not gender specific are single-user or family restrooms. As part of its work, the committee attempted to determine the number of single-user restrooms on campus, which proved a difficult task. Not only are such facilities known by different names, they are also effectively “owned” by different entities. Restrooms in auxiliary units such as Student Affairs, for example, are treated differently than those in academic buildings, as are locker rooms maintained by the Division of Intercollegiate Athletics (Athletics). Facilities Management was able to provide a partial list of known single-user restrooms, which can be found in Appendix 1.

The committee investigated current and planned bathroom facilities serving the nearly twelve thousand students in University-owned/affiliated housing. The number and type of facilities in residence halls varies, often depending on the age of the building (or the date of its most recent renovation). The goal in new construction and major renovations is to provide single-user gender-inclusive bathroom facilities alongside communal, gender-specific bathrooms. To help address student needs in residence halls not slated for renovation, the Department of Resident Life is redesignating all single-user facilities as “gender-inclusive.” Bathrooms/restrooms in fraternity and sorority houses are essentially gender-inclusive and intended for use by both members and guests. They are typically labelled “bathroom.”

The committee also consulted with other units in the Division of Student Affairs, including University Recreation and Wellness (RecWell), which maintains a number of gender-specific facilities. These include changing/locker rooms and restrooms. Recently, RecWell has added several gender-inclusive facilities, including locker rooms (with bathroom/shower/changing areas) in the Eppley Recreation Center and Ritchie Coliseum. Eppley also has two gender-inclusive restrooms, one of which is multi-user. The Cycling Studio and Multipurpose Studio in Regents Drive Garage also contains a “gender-inclusive,” ADA-compliant bathroom/shower. RecWell intends to create gender-inclusive facilities in future construction and renovation projects whenever feasible. The Stamp Student Union has converted two of its multi-user, gender-specific restrooms into multi-user, gender-inclusive restrooms. These restrooms, and the one in Eppley, are the only multi-user, gender-inclusive facilities the committee was able to identify. Such facilities can better accommodate shifts in the size and makeup of a building’s occupants than gender-specific restrooms.

Athletics recently designated six existing family restrooms in Maryland Stadium and the Xfinity Center as “Family Gender Inclusive Restrooms.” Training for staff in these venues emphasizes that no one can be denied access to a particular restroom, though initiatives to help patrons understand and navigate the new terminology are still in the formative phase. Athletics intends to include gender-inclusive facilities in new construction, and the ongoing renovations to Cole Field House will result in a new gender-inclusive locker room.



## **Locating Restrooms**

The Campus Web Map indicates the location of many single-user restrooms, which are identified as gender-inclusive and marked with a golden toilet icon. The decentralized management of restroom facilities and the fact that multiple entities share responsibility for supporting and updating the map make it difficult to keep current. The map is jointly maintained by the Division of Information Technology and Facilities Management, and draws information from the Department of Transportation Services and the Department of Geographical Sciences. While users can submit comments and note missing locations through the Campus Web Map, there is no single individual or office responsible for ensuring that information on the location of gender-inclusive restrooms is current. Wayfinding signage directing users to gender-inclusive restrooms varies widely. The Stamp Student Union, for example, references the location of gender-inclusive restrooms on wayfinding signs for its gender-specific restrooms. In other buildings, however, the locations of gender-inclusive restrooms are not indicated; frequently, they are simply identified as ADA-compliant restrooms.

## **Construction/Renovation Standards & Funding**

There are various building codes that guide the construction and renovation of University facilities. While these codes do not mandate the inclusion of gender-inclusive facilities or establish standards for them, they do set minimum numbers of plumbing fixtures for men/males and women/females based on the occupant load and purpose of a building. Fixtures in single-user restrooms may be counted as either men's or women's, and recently approved changes to the International Plumbing Code ensure that such rooms need not be identified for use by a single sex/gender. While not binding, the University's Design Criteria/Facility Standards Manual calls for at least one ADA-compliant, single-user restroom in all new construction or major renovation projects. These rooms are also not designated for use by individuals of a particular sex/gender.

The costs associated with creating or renovating restrooms vary widely, and depend almost entirely on local conditions and existing infrastructure. For example, Stamp Student Union recently converted two multi-user, gender-specific restrooms into multi-user gender-inclusive restrooms at a cost of approximately \$6,000, a process that involved installing privacy strips and taller dividers/doors. Changes that involve moving plumbing or other utilities, however, are substantially more expensive. Units can fund renovations themselves. They can also submit requests to the Facilities Advisory Committee, which are then considered by the Facilities Council. Cost sharing arrangements between units and either the Facilities Council or the Provost's Office are common.

## **Peer Institution Policies and Practices**

The committee reviewed research on policies and practices at peer institutions, as well as institutions on the Campus Pride Index of LGBTQ-friendly colleges and universities. In addition to identifying a range of terms associated with gender-inclusive facilities, the committee found that a number of peers have taken steps similar to the ones called for in the proposal. Nine have converted existing single-user restrooms to "gender-inclusive," and several have funds established to support re-signing and converting restrooms. Two also have explicit statements acknowledging that the institution will continue to abide by guidance in the 2016 Dear Colleague Letter. Approximately one-third of the top twenty-five institutions listed in the Campus Pride Index have policies or guidance that explicitly give individuals the right to use facilities consistent with their gender identity. The University of California System has the most robust policies regarding "gender-inclusive" facilities. In addition to re-designating all single-user restrooms, all new construction and renovation projects must include at least one "gender-inclusive" restroom on

each floor with restrooms. Extensive renovations to restrooms in buildings without “gender-inclusive” restrooms must add at least one such restroom. The UC System policy also includes provisions for shower and changing room facilities, and mandates signage directing users to the nearest “gender-inclusive” restroom in buildings that lack them.

In spring 2018, the committee determined that a new policy was needed, and spent several meetings discussing its parameters. It drafted a succinct policy that would guarantee individuals the right to use gender-specific and sex-segregated facilities that align with their gender identity or expression. The policy was specifically written to align with the University System of Maryland Policy of Non-Discrimination on the Basis of Sexual Orientation and Gender Identity or Expression (VI-1.05). The committee also developed a series of additional recommendations in response to its findings. In April, the committee shared the proposed new policy and draft recommendations with a range of stakeholders, including the LGBT Equity Center, the Division of Student Affairs (Resident Life, Fraternity & Sorority Life, RecWell, Dining Services, and the Stamp Student Union), the Division of Administration & Finance, Intercollegiate Athletics, and the Office of the Provost. The policy and recommendations were also reviewed by the Office of General Counsel, which had no concerns.

On May 11, 2018, the committee voted unanimously to approve the new policy, Non-Discrimination on the Basis of Gender Identity or Expression in the Use of Gendered Facilities, and accompanying recommendations. The committee’s findings that support its recommendations are addressed below.

## **COMMITTEE FINDINGS**

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### **Terminology**

The committee discussed at length what the precise designation for gender-inclusive restrooms should be. As noted, preferred terminology continues to evolve and there is no universally accepted standard. The committee generally agreed that there was some value in removing references to sex or gender entirely and simply focusing on what was in a room, rather than who was permitted to use it. The committee considered “universal restroom,” which is used by some peers, though this option was rejected because it could inaccurately imply such restrooms are ADA compliant. The committee also considered simply designating them “restroom,” though members thought this could be too confusing. Given the relabeled single-user restrooms will, for the foreseeable future, continue to exist alongside their gender-specific counterparts, the committee felt some reference to gender was necessary. Additionally, members wanted to support individuals on campus who do not feel safe using gender-specific restrooms, and sought a term that would help clearly identify these rooms as safe for transgender and gender-nonconforming individuals. After consulting with content-area experts in the LGBT Equity Center and UMD Pride Alliance (an umbrella organization for a range of student groups), the committee settled on “all-gender,” which was consistently preferred over “gender-neutral” or “gender-inclusive.” “All-gender” encompasses a range of identities and expressions while still acknowledging the concept of gender. The committee strongly felt that the accompanying icons/symbols, however, should avoid invoking gender, and recommended that signs simply include the term “all-gender restroom” and a toilet icon (as well as the standard ADA-compliant and/or changing table symbols, as appropriate).

### **Capacity**

To address concerns over the number of gender-inclusive restrooms, the committee decided to recommend that, whenever possible, all existing single-user restrooms be re-designated as “all-gender.” The committee also considered standards that should apply to future new construction and major renovation projects. It decided to strengthen the guidance in the current Design

Criteria/Facility Standards Manual by recommending that all new construction or major renovation project include at least one “all-gender” restroom. The committee was sensitive to the costs associated with constructing and renovating restroom facilities, and notes that there is an approximately \$1 billion backlog in facilities renewal projects. Yet the committee found value in continuing to expand the number of “all-gender” restrooms, both to meet the needs of the population primarily addressed in the proposal and to help accommodate fluctuation in demand for gender-specific facilities. Given this, the committee proposed a series of additional measures the University should consider in its recommendations.

### **Communication**

In its work, the committee noted two areas where communication with both the campus community and specific stakeholders could be strengthened. The first of these involves a need for enhancing resources for locating restrooms. The committee agreed that signage should be modified and expanded to help users determine the location of “all-gender” restrooms. The committee also agreed that the University should consult content area experts and stakeholders when implementing recommendations, and report back to the EDI Committee on implementation progress at a future date.

### **Additional Review**

Through its work, the committee also identified a need to update the University’s Policy on Inclusive Language (VI-1.00[C]), which was last revised in 1991. The policy’s language and the categories of difference it references are out of date. The policy could also be expanded to ensure more inclusive communication in a range of formats, including iconography on signs for “all-gender” and gender-specific facilities. Finally, previous EDI Committee work on the University’s treatment of personal identity information should be addressed in the policy, particularly the use of sex/gender markers, gendered honorifics, and personal pronouns. Given these revisions exceed the scope of the present charge, the committee agreed that it should be formally charged with a comprehensive review of the Policy on Inclusive Language.

## **RECOMMENDATIONS**

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In order to create a safer and more inclusive campus environment for people of all gender identities, gender expressions, and personal appearances, the EDI Committee recommends that the Senate approve the Policy of Non-Discrimination on the Basis of Gender Identity or Expression in the Use of Gendered Facilities, as shown immediately following this report. In addition, the committee makes the following recommendations:

1. The University should replace signage on existing single-user restrooms, as feasible and in accordance with relevant building codes, to designate them as “all-gender” restrooms within two years. This signage should include non-gendered pictograms and should indicate whether the room is ADA-compliant and if it has a changing table. Suggested design elements are included in Appendix 2.
2. The University should include at least one all-gender restroom in any new construction or major renovation of a building that includes restrooms.
3. Administrative unit heads responsible for any renovations or conversions of University-owned buildings that designate all-gender restrooms should promptly notify Facilities Planning, which will update the Campus Web Map.

4. The University should ensure that individuals can easily identify the locations of all-gender restrooms in each building that contains them.
5. The University should engage content area experts and relevant stakeholders in the implementation of these recommendations.
6. The University should report to the EDI Committee on the implementation of these recommendations in fall 2019.
7. The University should consider ensuring at least one all-gender restroom is available in every building that currently contains gendered restrooms.
8. The University should consider basing the number of all-gender restrooms included in new construction and major renovations on the anticipated building occupancy/use.
9. The University should consider creating or modifying wayfinding signs at major entrances to each building to indicate the location of all-gender restrooms.
10. The University should consider creative solutions to increase the number of all-gender restrooms, including converting or modifying existing multi-user, single-gender restrooms into multi-user, all-gender restrooms.
11. When evaluating less-extensive renovations, the University should consider prioritizing projects that include the creation/conversion of an all-gender restroom.
12. The University should consider expanding the number of all-gender restrooms in future facilities planning.

In addition, the EDI Committee recommends that the Senate Executive Committee charge the EDI Committee with a comprehensive review of the University of Maryland Policy on Inclusive Language (VI-1.00[C]). This review should ensure that the policy accords with the University's principles on diversity and inclusion, as well as existing policies and practices.

## **APPENDICES**

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- Appendix 1 — Inventory of Single-User Restrooms
- Appendix 2 — Possible Design Elements for All-Gender Restroom Signage
- Appendix 3 — Senate Executive Committee Charge on Gender Inclusive Facilities (Senate Document #16-17-32)

## **UMCP Policy of Non-Discrimination on the Basis of Gender Identity or Expression in the Use of Gendered Facilities**

### **I. Purpose**

This policy affirms the University of Maryland's commitment to creating and sustaining an inclusive campus environment that is safe and accessible for all individuals. The University values all members of its community and is committed to protecting them from discrimination and harassment based on gender identity or expression. With that in mind, the University of Maryland establishes the following policy on the use of gendered facilities.

### **II. Definitions**

**"Gender identity or expression"** is defined as a person's actual or perceived gender identity, self-image, appearance, behavior, or expression, regardless of whether that identity, self-image, appearance, behavior, or expression is different from that traditionally associated with the person's gender at birth.

**"Gendered facilities"** are spaces designated for use by individuals of a particular gender, and include restrooms, locker rooms, and changing rooms.

### **III. Prohibition Against Discrimination Based on Gender Identity or Expression**

It is the policy of the University of Maryland that individuals have the right to use gendered facilities consistent with their gender identities. The University shall neither require identification nor use personal identity information stored in University records to grant or deny access to any such facility. Discrimination against individuals on the basis of gender identity or expression in the use of gendered facilities is prohibited.

### **IV. Complaint Procedures**

Violations of this policy should be reported using the procedures outlined in the University of Maryland Non-Discrimination Policy & Procedures.



## University Expectations on Limited Enrollment Programs

**PRESENTED BY** Toby Egan, Chair**REVIEW DATES** SEC – August 27, 2018 | SENATE – September 5, 2018**VOTING METHOD** In a single vote**RELEVANT  
POLICY/DOCUMENT****NECESSARY  
APPROVALS** Senate, President

### ISSUE

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In spring 2017, the Senate Executive Committee (SEC) reviewed a proposal asking that Limited Enrollment Program (LEP) criteria for the A. James Clark School of Engineering be revised. LEP status allows certain programs where demand exceeds resources to manage enrollment, in part by establishing specific requirements for admission and performance reviews. In September 2017, the SEC charged the Educational Affairs Committee with a review of the expectations and current procedures for LEP status, review, and revisions.

### RECOMMENDATION

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The Educational Affairs Committee makes the following recommendations:

The University should:

1. Update its website on Limited Enrollment Programs (<http://www.lep.umd.edu>) to ensure that its content is presented in a more user-friendly format that is easy-to-read and consistent with the University's general web presence.
2. Ensure that information on LEPs, including information at <http://www.lep.umd.edu>, clearly identifies the range of pathways by which a student may enter an LEP (e.g., by direct admission, by admission to Letters and Sciences, by transferring from another major, or by transferring from another institution).
3. Ensure that information on LEPs—including their purpose, admission requirements, and criteria for the 45-credit review—is clearly articulated for a general audience.
4. Clearly differentiate between requirements for transfer admission and those necessary to remain in an LEP beyond the 45-credit review.
5. Distinguish between LEPs that guarantee admission once gateway requirements are satisfied from those that have a competitive transfer admission process.
6. Consider adopting terminology that differentiates between LEPs based on the criteria for admission, particularly LEPs with competitive admission for either freshmen or transfer students.

The Office of Undergraduate Admissions should:

7. Incorporate the student's academic home in the body of all admission letters.
8. Ensure that students who have applied to a competitive admission LEP as freshman and are not directly admitted are informed that they have instead been admitted to Letters & Sciences (LTSC) and will receive a subsequent letter describing alternate pathways to their preferred major.
9. Ensure that external transfer students who have applied to an LEP for which they are ineligible based on their academic record are notified of their status before the deadline to accept their admission offer to the University. This is particularly important when these students have already exceeded the maximum number of attempts of a gateway course or its equivalent.

LEPs with a competitive admission process for internal and external transfer students should:

10. Publish the minimum threshold for admission into the LEP program for internal or external transfer students. These programs should also publish information on the academic profile of recently admitted internal and external transfer cohorts, so that students who do not meet the minimum threshold requirement can assess their potential for admission through the established competitive LEP application process.

## **COMMITTEE WORK**

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Over the course of the academic year, the committee met with numerous administrators, as well as representatives of current LEPs, including associate deans from the A. James Clark School of Engineering, the College of Behavioral and Social Sciences, and the Robert H. Smith School of Business. In addition to meeting with the Chair and Director of Undergraduate Studies from the Department of Communication, the committee also spoke with the Director of Letters & Sciences (LTSC). The Senate Student Affairs Committee surveyed students currently in LTSC working towards admission to an LEP, and reported its findings to the Educational Affairs Committee.

The committee spent the spring 2018 semester developing and revising its recommendations, which involved consulting with the Office of Undergraduate Admissions and the Pre-Transfer Advising Office. The committee then circulated its draft recommendations with Admissions, the Director of LTSC, the Provost's Office, the Office of Undergraduate Studies, and administrators in the Robert H. Smith School of Business. The committee's final recommendations were approved by an email vote concluding on July 6, 2018.

## **ALTERNATIVES**

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The Senate could choose not to approve the recommendations of the Educational Affairs Committee and miss an opportunity to provide greater clarity and transparency to current and prospective students.

## **RISKS**

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There are no associated risks.

## **FINANCIAL IMPLICATIONS**

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There are no financial implications.



## University Expectations for Limited Enrollment Programs

### 2017-2018 Committee Members

**Toby Egan** (Chair)  
**Mohammad Ahmad** (Ex-Officio GSG Rep)  
**Lindsey Anderson** (Faculty)  
**Nick Armah** (Ex-Officio SGA Rep)  
**Betsy Beise** (Ex-Officio Provost's Rep)  
**Michele Callaghan** (Faculty)  
**Lindsay Carpenter** (Faculty)  
**Emily Conover** (Faculty)  
**Vedat Diker** (Faculty)  
**Cathy Fisanich** (Non-Exempt Staff)  
**Jeffrey Henrikson** (Faculty)  
**Andrew Katz** (Undergraduate Student)  
**Linda Macri** (Ex-Officio Graduate School Rep)

**Joel Miller** (Graduate Student)  
**Marcio Oliveira** (Ex-Officio Division of IT Rep)  
**Joseph Oudin** (Faculty)  
**Abani Pradhan** (Faculty)  
**Doug Roberts** (Ex-Officio Associate Dean for General Education)  
**Ann Smith** (Ex-Officio Undergraduate Studies Rep)  
**Rebecca Sommer** (Exempt Staff)  
**Yunfeng Zhang** (Faculty)

### Date of Submission

August 2018

## BACKGROUND

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During fall semester, 2017, the University Senate Executive Committee (SEC) charged the Educational Affairs Committee to review the expectations and current procedures for Limited Enrollment Program status, review, and revisions. The SEC decision to establish the charge was related to an April 2017 proposal to the Senate requesting that admission and review requirements for current and prospective students in the A. James Clark School of Engineering (ENGR) be aligned. The SEC determined that such a specific concern was best addressed by the administrative body responsible for overseeing the University's Limited Enrollment Programs (LEPs), housed within the Office of the Provost. However, the SEC noted that the Senate had not reviewed LEPs or their provisions since their creation in 1990, which is inconsistent with the original LEP recommendations.

In September 2017, the SEC charged the Educational Affairs Committee with: (1) a review of the Senate's past action on LEPs; (2) a review of the process for considering LEP proposals and renewals; (3) consideration of the impact of LEP status on program quality; (4) a consideration of whether the review requirements for direct admits and transfer students should be consistent; (5) investigation of relevant peer institutional practices; (6) consultation with a range of stakeholders; and (7) consideration as to whether University-wide expectations for LEPs should be revised (Appendix 8).

## DEFINITIONS

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The following is a list of key terms and definitions used to describe LEPs and their provisions--

I. **Types of Students:**

A. **Native Student:** An undergraduate student whose initial, post-secondary enrollment was at the University of Maryland (UMD).



B. **Transfer Student:** An undergraduate student who has completed post-secondary coursework and then changes enrollment to a new UMD major, whether from another UMD academic unit (internal transfer) or from another institution (external transfer). Unless otherwise indicated, when used herein, “transfer student” includes both internal and external transfer students. State law requires that both native and external transfer students be treated fairly and equally (see Appendix 6).

II. **Limited Enrollment Program (LEP):** A status granted to programs to help manage enrollment, typically in instances where demand exceeds instructional or physical capacity. Any College, School, or individual undergraduate major can apply for LEP status. The committee distinguishes between types of LEPs based on admission criteria, identifying them as “open admission” and “competitive admission.”

A. **Open Admission LEP:** A program that does not have competitive admission and admits anyone who satisfies gateway requirements. These include the following majors/schools:

- Communication (ARHU)
- Criminology and Criminal Justice; Government and Politics; and Psychology (BSOS)
- Journalism

B. **Competitive Admission LEP for Direct Admit Native Students:** A program that limits the total number native students admitted directly to each major. These include the following Colleges/Schools and majors:

- A. James Clark School of Engineering (ENGR)
- Robert H. Smith School of Business (BMGT)
- Biological Sciences; Biochemistry; Chemistry and Environmental Science; Policy-Biodiversity and Conservation (CMNS)

C. **Competitive Admission LEP for Transfer Students:** A program that admits transfer students selectively based on a holistic review of their application materials (e.g. test scores, extracurricular activities, essays).

- BGMT is the only LEP with competitive admission for transfer students. After satisfying the gateway requirements, students may apply to BMGT. BGMT caps the total number of admitted transfer students.

III. **Gateway Requirements:** A set of criteria that 1) direct admits must meet to remain in an LEP, or that 2) prospective transfer students must satisfy to be admitted to an LEP. Gateway requirements consist of minimum grades in gateway courses (up to three) and a student’s cumulative GPA in all college coursework.

A. **Gateway Courses:** Courses chosen because they are most predictive of success in a given program. They typically lack prerequisites and must be available to all interested students. Only one repeat of one gateway course is permitted.

B. **College Coursework GPAs:** GPAs are considered in several contexts. Native students admitted directly into an LEP are reviewed at the 45-credit mark, when they must have a minimum GPA of 2.0 across all college coursework to remain in the program. Students

transferring into an LEP must have a higher cumulative GPA in all coursework (including non-UMD coursework); currently, the transfer student GPA requirement ranges from 2.5-3.0. All students must maintain a 2.0 GPA, or above, throughout their time in an LEP or they will be removed from the program.

- IV. **45-Credit Review:** All native students admitted directly to LEPs are reviewed when they accumulate 45 credits. Students must have met established minimum grades in all gateway courses and have a 2.0 GPA, or above, in all coursework. Students who do not meet these criteria are counseled out of the program, though they have the option to appeal their dismissal.

## **LEPS: FORMATION & PRIOR ASSESSMENT**

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In 1990, the Senate approved a new “Admissions and Advising Policy” intended to address significant problems with admissions, enrollment management, and advising. Previously, certain high-demand majors had been designated “selective admissions programs.” Those programs managed enrollment by establishing various admission requirements, including prerequisite courses, minimum GPAs, and portfolios. Students working to gain entrance to selective admissions programs were designated “pre-” majors. The 1990 report indicated that two of every five incoming freshmen were admitted to these “pre-” programs, though more than half of them never gained admission to their desired program. The advising resources for these students were also inadequate.

This new policy replaced “selective admissions programs” with “limited enrollment programs.” It also called for additional changes in principles and practices intended to transition students into the new LEPs and help identify and advise those unlikely to be successful. Although the initial recommendation was that the Senate would be responsible for changes to general LEP rules or a program’s LEP status, in practice, LEP status has been granted/revoked and LEP rules have changed without Senate involvement. A detailed summary of the original recommendations and subsequent reviews may be found in Appendix 1.

In a 1993 report to the SEC, the faculty chair of the Provost’s Advisory Committee on Admissions and Advising (PACAA) asked the Senate to make several changes in response to implementation challenges. These included (1) allowing high-credit transfer students additional time to identify a major; (2) assigning responsibility for advising students who were between majors; and (3) addressing some programs’ reluctance to abide by aspects of the new policy. A 1995 PACAA report noted that some LEPs were using gateway requirements to enhance their student body’s academic profile rather than simply aligning enrollments with resources. The report also recommended that the “limited enrollment program” system, as practiced, be replaced with a more flexible approach to restricting enrollments. The Senate did not act on PACAA’s recommendations.

In addition to the periodic reviews of each LEP discussed below, the Division of Academic Affairs has conducted at least two studies of LEPs and associated practices. The University’s 2008 Strategic Plan called for a review of undergraduate program sizes and the role LEPs played in recruitment, which led to the creation of the Enrollment Management Team (addressed below). In 2013, another review was conducted in conjunction with the Schools/Colleges that offer LEPs. A listing of the specific recommendations most relevant to the committee’s work can be found in Appendix 2.

## LEPS: CURRENT STATE

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At present, three Colleges/Schools and eight majors have LEP status:

Colleges/Schools	Majors	
Business	ARHU - Communication	BSOS - Criminology and Criminal Justice
Engineering	BSOS - Government and Politics	BSOS - Psychology
Journalism	CMNS - Biochemistry	CMNS - Biological Sciences
	CMNS - Chemistry	CMNS - Environmental Science and Policy-Biodiversity and Conservation

Just over half of the undergraduate degrees the University awards are in LEP majors.

### LEP Pathways

Students have several ways to enroll in an LEP, including: (1) direct admission for native students; (2) as an internal transfer/change of major, or by adding an LEP as a second major; or (3) as an external transfer. Of the six Colleges/Schools enrolling LEPs, three admit all interested freshmen. Those directly admitted to an LEP must pass a 45-credit review by successfully completing gateway courses and maintaining a minimum GPA in all coursework. All LEPs, save one, admit any transfer student who satisfies similar gateway requirements (BMGT also reviews transfer applications on a competitive basis).

### Letters & Sciences (LTSC) Advising

LTSC is the home for: (1) newly admitted freshmen who are either undeclared or who applied but were not admitted to a competitive-admission LEP; (2) external transfer students who are undecided or who are working to complete the gateway requirements for an LEP; and (3) students who have left a major and have yet to identify a new one. LTSC advises its students and works with them to create and regularly update four-year plans. Its advisors can assist students interested in any major, though students interested in an LEP often want to speak with advisors in the program itself. Nearly all LEPs can accommodate these requests, and ENGR has a dedicated transfer student coordinator. BMGT does not meet with interested students individually, though it does regularly host general information sessions. LTSC also facilitates the Business Exploration Series and STEM Exploration Series, each intended to help students learn about and prepare for admission to the respective school. LTSC's Transitional Advising Program also works with high-credit students who need to find new majors.

### LEP Oversight

Any College/School or major may apply for LEP status (or request its LEP status be discontinued). Over the years, not all attempts to obtain LEP status have been successful. While in some cases an important long- or short-term enrollment management strategy, LEP status obligates programs to make all gateway courses available to interested undergraduates. Some programs have reverted to non-LEP status, including the School of Architecture, Planning, and Preservation and the College of Education. Once approved, LEPs are reviewed periodically (approximately every five years).

Presently, LEPs are overseen by the Enrollment Management Team (EMT). Functioning as the "provost's advisory committee" identified in the 1990 legislation, the EMT meets monthly and is

responsible for reviewing requests to establish/discontinue LEP status or change gateway requirements (the instructions for requesting changes may be found in Appendix 3). When necessary, curricular changes are submitted to the Senate PCC Committee. The EMT also periodically reviews LEPs. EMT members are appointed by the Provost. The EMT includes the Dean for Undergraduate Studies (Chair); the Associate Provost for Academic Planning and Programs; the Associate Vice President for Finance and Personnel; the Assistant Vice President for Institutional Research, Planning and Assessment; the Associate Vice President for Enrollment Management; and the Associate Vice President for Records, Registration, and Extended Studies.

## **COMMITTEE WORK**

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In October 2017, the Educational Affairs Committee began its review by consulting with the Associate Provost for Academic Planning and Programs and the Associate Dean for General Education. Both provided an initial understanding of LEPs. Much of the committee's work over the remainder of the academic year was devoted to expanding and refining this understanding. In October and December, the committee met with associate deans from the A. James Clark School of Engineering (ENGR), the College of Behavioral and Social Sciences (BSOS), and the Robert H. Smith School of Business (BMGT). In addition to meeting with the Chair and Director of Undergraduate Studies from the Department of Communication, the committee spoke with the Director of LTSC on two occasions.

In spring, 2018, the Senate's Student Affairs Committee (SAC) was asked to assess the experiences of students interested in LEPs. The SAC conducted a survey of current LTSC students working towards LEP admission, the results of which were shared by the Chair of the SAC at the Educational Affairs Committee's March meeting. The survey did not reveal any significant areas of concern (see Appendix 4). The Educational Affairs Committee attempted to consult students who had moved into LTSC from an LEP. A survey was sent to approximately seventy-five such students, though there were too few responses to provide useful insights. The committee chair and coordinator also met with the Associate Provost for Academic Affairs, who conducted the comprehensive 2013 review of LEPs referenced above.

The committee spent the spring 2018 semester developing and revising its recommendations, which involved consulting with the Office of Undergraduate Admissions (Admissions) and the Pre-Transfer Advising Office. The committee then circulated its draft recommendations with Admissions, the Director of LTSC, the Provost's Office, the Office of Undergraduate Studies, and administrators in the Robert H. Smith School of Business. At its May meeting, the committee revised its recommendations based on feedback it had received. The committee's final recommendations were approved by an email vote concluding on July 6, 2018.

## **COMMITTEE FINDINGS**

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### **CLARITY & TRANSPARENCY**

#### **Differences in LEP Criteria**

In addition to the concern raised in the initial proposal, the committee heard from students who feel it is unfair that 45-credit reviews and transfer admission requirements have different standards. Across the various LEPs, the minimum GPA required for transfer student admission is uniformly higher than that required of students at the 45-credit review. And in some instances (as with ENGR), the minimum grade required in each gateway course is higher for transfer students. While the committee is sensitive to these concerns, it notes that this perception of inequity is often based on a misunderstanding. While reviews and admissions may use similar criteria, those

criteria are being used to answer two very different questions: 1) should a student be admitted to a program, and 2) should a student who has already been admitted to a program be removed? By establishing what is, in essence, a higher standard when it comes to potentially removing a student, the University demonstrates its commitment to retaining and supporting students already in a course of study. While native students interested in the same competitive-admission LEP must meet different standards if they are not directly admitted, this is partly a reflection of state laws obligating the University to “maintain fair and equal treatment” between native students and those transferring from other institutions (see Appendix 5). Specific grade and GPA requirements are carefully calibrated through a collaborative, data-driven process involving each LEP and the EMT. These requirements are regularly reviewed to ensure they align enrollments with resources, identify students likely to be successful, and respect the principle that students should have the opportunity to study the subject of their choice.

The committee generally agrees with this rationale for establishing more stringent criteria to remove a student from a program, and with the process for determining those standards. It feels, however, that more clearly delineating review and admission practices and their justification will help prevent confusion.

### **LEP Website**

The LEP approach to managing enrollment in high-demand programs is complex, and the committee identified areas where information could be presented more clearly. Many such areas involve the University’s primary online resource describing LEPs: [lep.umd.edu](http://lep.umd.edu). The site provides general LEP guidelines and links to PDFs with more detailed information on each LEP. As noted by the Director of LTSC, the information can be confusing for some students. The website does not clearly distinguish between differing procedures, applications, and timelines for internal and external transfer students. Its resources also consolidate information for both freshman and transfer applicants, which has led to student confusion. It is only by comparing PDFs for different programs, for example, that students would learn of the distinctions between different types of LEPs. Additionally, nothing explicitly indicates that certain LEPs admit freshmen on a competitive basis. The site also does not attempt to describe the various pathways prospective students may follow, which represents a lost opportunity. Such information is important enough that it should be easily accessible and articulated for a general audience. Finally, the appearance and design of the site is not consistent with the University’s general web presence. The findings discussed here and above led to recommendations #1-6.<sup>1</sup>

### **The Robert H. Smith School of Business (BMGT)**

The committee also found that information available to prospective BMGT students is inadequate. As will be discussed below, feedback from students and administrators revealed dissatisfaction with the advising available to internal transfer students. Because BMGT is the only LEP that competitively reviews transfer student applications, its lack of clear admission criteria is a source of frustration for many students. Prospective transfer students can satisfy BMGT’s gateway requirements and still not be admitted. Given transfer students have a single opportunity to attempt admission to BMGT, and given that BMGT caps enrollment, it is essential that students have as much information as possible about their prospects. This finding led to recommendation #10.

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<sup>1</sup> The committee notes that some of the [lep.umd.edu](http://lep.umd.edu) changes it discussed over the course of its work have already been adopted. In addition, new information has been added to the Undergraduate Admissions website.

## **Admission Letters**

The committee learned that some students only realize they have not been admitted to their preferred LEP when they attend orientation. For external transfer students who have already made multiple gateway course attempts (thus rendering themselves ineligible for admission to the LEP), this realization can be particularly difficult. All students offered admission receive a welcome letter with their major, advising college, and residency status. Depending on their circumstances, students receive various follow-up letters (which may be found in Appendix 6):

- Freshmen who were not directly admitted to a competitive-admission LEP receive a letter with information on LTSC and a link to the LEP site.
- External transfer students who have not yet met the gateway requirements for any LEP are sent a similar letter; if they are currently enrolled in gateway courses, they may be sent a letter deferring a decision until updated transcripts are received.
- External transfer students who met BMGT's gateway requirements but were not admitted, as well as students who are ineligible for an LEP based on course attempts, are sent a letter with information on LTSC and a link to the LEP site.

The committee agrees with Admissions that a student's initial letter should be exciting and celebratory, and that some information should be shared later in the admission process to avoid overwhelming or discouraging students. Yet the committee also feels that the current approach to admission letters is not sufficiently transparent. Letters should clearly inform prospective freshmen when they are not directly admitted to a competitive-admission LEP. Such a decision can be communicated in a variety of ways that are both direct and celebratory. One example discussed by the committee was: "It is my great pleasure to inform you that although we are not able to directly admit you into \_\_\_\_\_, we are delighted to offer you admission to the University of Maryland. You will be advised by the Office of Letters & Sciences, which will help you learn more about the resources available to students and how they can assist you in identifying a path to your major of choice." Admission letters should incorporate important information (major, advising college, and residency status) in the body of the letter, rather than in an administrative block at the bottom of the page. Finally, when a prospective student will never be admissible to their preferred major, this should be stated explicitly. These findings led to recommendations #7-9.

## **ADVISING**

The University has various ways of communicating LEP provisions to prospective students. Admissions provides information when visiting high schools, attending college fairs, and hosting campus visits. Admissions also discusses LEPs at conferences that bring hundreds of high school counselors to campus. The Pre-Transfer Advising Office provides on-site advisors at four MD community colleges that serve as feeders for the University (staff periodically visit the remaining institutions). Any changes to gateway courses are announced at least two years prior to implementation, and students are grandfathered in as appropriate. Both the Admissions and Pre-Transfer Advising websites provide basic information on LEPs and direct users to [lep.umd.edu](http://lep.umd.edu) for more information.

As noted above, LTSC provides comprehensive advising services to all undeclared students. The committee learned that one of the biggest challenges for LTSC students and advisors involves BMGT and its lack of clear admission criteria. The holistic nature of BMGT reviews makes it difficult for students to know precisely how to increase their chances for success. The Director of LTSC indicated that this uncertainty produces frustration and anxiety for many students. The committee notes that both the 1990 legislation and the 2013 review recommended that students be advised by their intended major/college/school, an approach the committee fully supports. While there clearly remains a strong student desire for BMGT to provide additional advising resources, the

committee has not recommended any specific action. Its tenth recommendation, however, should ensure that prospective BMGT students have more information with which to assess their admission prospects.

## **TERMINOLOGY**

The committee feels that the term “limited enrollment program” is confusing and even misleading, a view shared by some of the students and faculty the committee consulted. The perception that the University is “limiting” access to some of its most popular programs is unfortunate, given only one of the current LEPs actually “limits” enrollment. The committee discussed various options, including:

- Restricting “LEP” to programs with competitive admission for transfer students (presently, BMGT), and adopting a different term for all others;
- Restricting “LEP” to all competitive-admission programs, and adopting a different term for all others; or
- Restricting “LEP” to programs with competitive-admission for transfer students, adopting a different term for the remaining competitive-admission programs, and selecting a third term for all others.

The committee acknowledges the potentially disruptive effects of changing a system in place for more than twenty-five years. However, concerns with the LEP designation date to the 1993 recommendations to the SEC discussed above, and the committee decided that the benefits of greater clarity are significant enough to merit serious consideration, which led to recommendation #6.

## **PEER RESEARCH**

The committee reviewed practices at a number of peer and Big 10 institutions (see Appendix 7). While terminology varies, managing enrollment to high-demand majors through the use of gateway/prerequisite courses and GPAs is commonplace. Benchmarking and committee members’ experiences also indicate that the most common model involves direct admission to colleges/schools, with GPA requirements in core major classes necessary to advance to upper division coursework. The committee discussed the benefits of such a system, noting that it reduces uncertainty for students and could streamline the admission process by eliminating duplicative reviews. While there could be value in further exploring such an approach, the committee decided not to recommend any specific action, given feedback that such a change would be administratively cumbersome and require a deep institutional commitment.

## **OVERSIGHT**

In its review, the committee noted several significant differences between the 1990 LEP model and today’s system. While the responsibilities of the “Provost’s Advisory Committee” are being fulfilled by the Enrollment Management Team, the EMT’s composition is strikingly different than the body initially envisioned; the EMT is composed entirely of upper-level administrators, and contains no faculty (who were to be the majority), students, or advisors. The EMT has also assumed responsibility for changing the rules governing LEPs, as well as for granting or revoking LEP status, both intended to be Senate responsibilities. The 1990 legislation also indicated that LEP status should be withdrawn as soon as possible once other enrollment management mechanisms are adopted. Yet five of the original LEPs still retain that status (Business, Engineering, Journalism, Government and Politics, and Psychology).

The committee acknowledges that the current system fulfills, in some fashion, many of the core 1990 functions. Additionally, programs proposing or renewing LEP status must provide more

extensive information than originally called for, and none of the LEP administrators the committee consulted expressed concerns with the current review process. While the committee was not given an opportunity to review the findings of the 2008 or 2013 studies directly, administrators noted that the latter's recommendations largely align with the Senate's original LEP parameters. It is also the case that the current LTSC better meets the advising needs of students than the original "Division of Letters and Sciences": LTSC provides comprehensive services better tailored to prospective majors than those offered by advisors within individual programs/Schools, whose primary responsibilities involve helping current students quickly earn their degrees.

While the Senate has not exercised its originally intended oversight role, the committee did not identify any significant concerns with the University's current approach and determined that recommendations regarding future oversight were not necessary.

## RECOMMENDATIONS

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Based on available documentation and extensive input, review from key stakeholders from across campus, and careful deliberation, the Educational Affairs Committee recommends the following:

The University should:

1. Update its website on Limited Enrollment Programs (<http://www.lep.umd.edu>) to ensure that its content is presented in a more user-friendly format that is easy-to-read and consistent with the University's general web presence.
2. Ensure that information on LEPs, including information at <http://www.lep.umd.edu>, clearly identifies the range of pathways by which a student may enter an LEP (e.g., by direct admission, by admission to Letters and Sciences, by transferring from another major, or by transferring from another institution).
3. Ensure that information on LEPs—including their purpose, admission requirements, and criteria for the 45-credit review—is clearly articulated for a general audience.
4. Clearly differentiate between requirements for transfer admission and those necessary to remain in an LEP beyond the 45-credit review.
5. Distinguish between LEPs that guarantee admission once gateway requirements are satisfied from those that have a competitive transfer admission process.
6. Consider adopting terminology that differentiates between LEPs based on the criteria for admission, particularly LEPs with competitive admission for either freshmen or transfer students.

The Office of Undergraduate Admissions should:

7. Incorporate the student's academic home in the body of all admission letters.
8. Ensure that students who have applied to a competitive admission LEP as freshman and are not directly admitted are informed that they have instead been admitted to LTSC and will receive a subsequent letter describing alternate pathways to their preferred major.
9. Ensure that external transfer students who have applied to an LEP for which they are ineligible based on their academic record are notified of their status before the deadline to accept their admission offer to the University. This is particularly important when these students have already exceeded the maximum number of attempts of a gateway course or its equivalent.

LEPs with a competitive admission process for internal and external transfer students should:

10. Publish the minimum threshold for admission into the LEP program for internal or external transfer students. These programs should also publish information on the academic profile of





## Revisions to the College of Education (EDUC) Plan of Organization

**PRESENTED BY** Marc Pound, Chair

**REVIEW DATES** SEC – August 27, 2018 | SENATE – September 5, 2018

**VOTING METHOD** In a single vote

**RELEVANT POLICY/DOCUMENT** [University Senate Bylaws](#)

**NECESSARY APPROVALS** Senate, President

### ISSUE

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The University Plan of Organization mandates that all Colleges and Schools be governed by a Plan of Organization. These Plans must conform to provisions and principles set forth in the University 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 College of Education (EDUC) was last reviewed by the Senate in 2012. In June 2013, EDUC submitted a revised Plan of Organization.

### RECOMMENDATION

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The ERG Committee recommends that the Senate approve the revised College of Education Plan of Organization.

### COMMITTEE WORK

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The ERG Committee began its review in fall 2013. It provided its initial feedback, along with comments from the Faculty Affairs Committee, in December 2013 and worked with representatives from EDUC throughout 2014. EDUC was not able to continue work on the Plan for some time, partially due a transition in leadership. In September 2017, the ERG Committee’s chair and coordinator met with the new dean of EDUC and the chair of its College Senate to align expectations and establish a timeline for completing revisions. Throughout 2017-2018, the committee worked with EDUC on its revised Plan to address concerns related to the Plan’s structure, missing information on quorum and term lengths for various bodies, and the eligibility criteria faculty and staff with appointments in other units.

The ERG Committee voted to approve the Plan by an email vote concluding on May 16, 2018. The Faculty Affairs Committee had already approved the appointment, promotion, and tenure section of the Plan in 2015 and the Appointment, Evaluation, and Promotion Policy for Professional Track Faculty in May 2016.

The revised Plan was approved by a vote of the College of Education Assembly concluding on June 14, 2018.

## **ALTERNATIVES**

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The Senate could reject the revised Plan of Organization and the existing Plan would remain in effect.

## **RISKS**

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There are no associated risks.

## **FINANCIAL IMPLICATIONS**

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There are no financial implications.



## Revisions to the College of Education (EDUC) Plan of Organization

### 2017-2018 Committee Members

**Marc Pound** (Chair)  
**Guy Aldridge** (Graduate Student)  
**Jonathan Allen** (Undergraduate Student)  
**Sabrina Baron** (Faculty)  
**Pamela Callahan** (Graduate Student)  
**Kathleen Denz** (Ex Officio IRPA Rep)  
**Leigh Ann DePope** (Faculty)  
**Toby Egan** (Faculty)  
Vacant (Ex Officio UHR Rep)  
**Wendell Hill** (Faculty)

**Elizabeth McClure** (Faculty)  
**Raymond Nardella** (Staff)  
**Aleksander Psurek** (Undergraduate Student)  
**Anne Raugh** (Faculty)  
**Miloyka Wilson** (Staff)

### Date of Submission

**June 2018**

## BACKGROUND

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The University Plan of Organization mandates that all Colleges and Schools be governed by a Plan of Organization. These Plans must conform to provisions and principles set forth in the University 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 Senate last reviewed the current Plan of Organization for the College of Education (EDUC) in 2012 as a part of its reorganization. In June 2013, EDUC submitted a revised Plan of Organization for Senate consideration.

## COMMITTEE WORK

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The ERG Committee reviewed the Plan in fall 2013. ERG returned its initial feedback, as well as comments by the Faculty Affairs Committee, in December 2013. After receiving a new revision in September 2014, the ERG Committee provided additional feedback and met with a representative from EDUC in January 2015. The Faculty Affairs Committee also approved the appointment, promotion, and tenure portion of EDUC's Plan in January 2015. The ERG Committee was concerned at the lack of separation between administrative and shared governance functions, and advised EDUC to revise its Plan to explicitly incorporate professional track faculty. A transition in the leadership of the college delayed EDUC's work on the Plan for some time. In September 2017, the ERG Committee's chair and coordinator met with the new dean of EDUC and the chair of its College Senate to align expectations and establish a timeline for completing revisions. In November 2017, EDUC submitted a significantly revised version of its Plan.

An ERG subcommittee reviewed the draft and shared its feedback with the full committee at its December meeting. The committee discussed areas where the Plan's structure could be clarified, identified missing information on quorum and term lengths for various bodies, and noted areas where the division between administrative and shared governance functions remained unclear. In addition, the definition of "faculty" was ambiguous, and the committee questioned the rationale for EDUC's decision to require that faculty and staff have appointments of 51% or greater in the College of Education in order to be represented (50% is typical). The committee also found that the

responsibilities of the Faculty Advisory Council (which the University Plan mandates) were divided among multiple bodies, none of which met all the necessary criteria. The committee discussed its feedback with members of the EDUC Plan of Organization Review Committee. EDUC submitted a revised Plan in May that addressed the committee’s concerns and resolved remaining ambiguities and contradictions.

The ERG Committee voted to approve the Plan by an email vote concluding on May 16, 2018. The appointment, promotion, and tenure section of the Plan was unchanged since it was approved by the Faculty Affairs Committee in 2015. The Appointment, Evaluation, and Promotion Policy for Professional Track Faculty was also unchanged since its last approval by the Faculty Affairs Committee in May 2016.

The revised Plan was approved by a vote of the College of Education Assembly concluding on June 14, 2018.

## **RECOMMENDATIONS**

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The Elections, Representation, & Governance Committee recommends that the Senate approve the revised College of Education Plan of Organization.

## **APPENDICES**

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Appendix 1 — 2012 EDUC Plan of Organization

**Proposed EDUC Plan of Organization**

**Plan of Organization  
for the  
College of Education  
University of Maryland  
College Park, Maryland**

**May 25, 2018**

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## PREAMBLE

The purpose of the College of Education Plan of Organization<sup>1</sup> is to provide a framework, concordant with the expectations of the University and the Policy on Shared Governance in the University System of Maryland 1-6.00, for the systematic decision-making processes in management and academic decisions. Inherent in this purpose are a commitment to shared governance and the understanding that responsibility for maintaining channels of communication is shared by the administration, faculty, staff, and students. The executive authority of the College of Education administration flows from the Provost through the Dean, whereas shared governance authority originates in the University Plan of Organization and flows through the University Senate to the College of Education.

## MISSION STATEMENT

The mission of the College of Education is to enhance the lives of individuals, families, schools, and communities through our research, teaching, and engagement. We create knowledge about critical facets of education and human development. We prepare students to be the next generation of scholars, educators, and transformative leaders.

## CONSTITUENT UNITS

- a. The College of Education has three academic units: the Department of Counseling, Higher Education, and Special Education; the Department of Human Development and Quantitative Methodology; and the Department of Teaching and Learning, Policy and Leadership.
- b. Academic programs such as undergraduate and graduate programs are specified by the University's College of Undergraduate Studies and The Graduate School. Graduate and undergraduate programs are generally organized within each of the three academic Department units, with the exception of the EdD program which is under the direction of the Center for Educational Innovation and Improvement (see item c.).
- c. One center, the Center for Educational Innovation and Improvement, and two institutes, the Maryland English Institute, and the Maryland Institute for Minority Achievement and Urban Education (MIMAUE), are housed within the College and report directly to the College Administration and Dean (see Chapter 1, Article 2).
- d. Thirteen centers are housed within the departments. While the College Administration is responsible for the review of all centers, the following centers report directly to their academic units (see Chapter 1, Article 3):
  - Counseling, Assessment, Research, and Educational Services and Psychological Center (CARES)

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<sup>1</sup> This plan fulfills the policies for the composition and revision of Plans found in the University Plan of Organization (Article 11) and the Bylaws of the University Senate (Appendix 7), both available on the University Senate website.

- Center for Children, Relationships, and Culture
- Center for Diversity and Inclusion in Higher Education
- Center for Early Childhood Education and Intervention
- Center for Integrated Latent Variable Research
- Center for Mathematics Education
- Center for Science and Technology in Education
- Center for Young Children
- Institute for the Study of Exceptional Children and Youth
- Language and Literacy Research Center
- Maryland Assessment Research Center
- Maryland Equity Project
- Multilingual Research Center

## CHAPTER I: ADMINISTRATIVE ORGANIZATION

### ARTICLE I. PURPOSE AND FUNCTION

The College Administration shall provide leadership, supervision, and coordination of all educational programs. Its functions shall include, but not be limited to, providing leadership in:

- a) the identification of social, economic, political, and educational trends which have relevance for the mission of the college;
- b) the development of innovative and/or experimental programs of education;
- c) the pursuit and conduct of excellent scholarly research;
- d) the facilitation of excellence in teaching and other academic pursuits of faculty, staff, and students;
- e) the development of effective educational service to the University, state, and profession; and
- f) the improvement of the quality of education and human services in the state of Maryland, the nation, and internationally.

### ARTICLE II. DEAN AND CENTRAL STAFF

#### Section 1. Designations

- a) The Dean is the chief administrative officer of the College.
- b) She or he exercises the functions delegated by the President and Provost including primary budgetary authority and recommendations for Appointments, Promotion, and Tenure (APT, see in this chapter below and in Article IV, Sections 1 and 2).
- c) She or he has a central staff composed of Associate and Assistant Deans, assistants to the Dean, and authorized support personnel.



## Section 2. Appointments

Recommendations for the appointment of the Dean shall be made by an ad hoc search and screening committee. The committee size and composition shall be determined by the Vice President for Academic Affairs and Provost and has historically included tenured/tenure-track and professional track faculty, graduate and undergraduate students, and outside partners.

Assistants to the Dean and all supporting personnel shall be appointed by and serve at the pleasure of the appropriate administrative officer, e.g., the Dean, an Associate Dean, or an Assistant Dean.

## Section 3. Consultation with the College Senate

The Dean serves as an ex-officio member of the College Senate<sup>2</sup> (see Chapter II, Article II) and shall meet with the College Senate (hereafter “Senate”) on a regular basis in an effort to secure advice with regard to policy and practice of the College. The Dean also serves as a member of the Senate Steering Committee (see Chapter II, Article III, Section 1) and coordinates with Senate leadership to set the agenda.

# ARTICLE III. DEPARTMENT ORGANIZATION

## Section 1. Scope and Mission of Department

Departments within the College are academic units that consist of a group of faculty members with common or related disciplinary or mission-oriented interests. Governance of each department, including undergraduate and graduate education, is vested in the Chair of the department, as well as its faculty, staff, and students as specified by departmental Plans of Organization, which must be consistent with Article 11 of the University Plan of Organization. Actions and policies which affect more than one department are subject to review and approval by the College Senate.

## Section 2. Department Membership

All tenured/tenure-track and professional track faculty who are eligible to be voting members of the College of Education Assembly (CEA, see Chapter II, Article I, Section 3) shall have the right to participate in shared governance within their respective departments and shall enjoy voting privileges. The departmental Plans of Organization shall specify which, and under what conditions, student and staff members shall participate in shared governance. The principles of shared governance apply at all levels within the College, and participation by all constituencies in the departments should be standard practice whenever possible.

## Section 3. Department Administration

The chief administrative office of a department is the Chair, whose appointment shall be recommended to the Dean by a search committee composed of and elected by the department faculty. Search committees must also include two tenured/tenure-track or professional track

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<sup>2</sup> The College Senate fulfills the role of a Faculty Advisory Council as described in Article 11 of the University Plan of Organization.

faculty members from other departments of the College appointed by the Dean. This policy shall also be consistent with other terms as specified in the University System Policy on Concurrent Faculty and Administrative Appointments (II-1.03).

Each department shall have an appropriate committee structure that represents all members of the department. The membership and method of selection of committees shall be determined by a “committee of committees” within each department with the stipulation that faculty, as defined by the faculty membership for the CEA (i.e., tenured/tenure-track, and professional track), shall constitute a voting majority of that determinative committee. A committee specified in the Plan of Organization of the Department shall advise the Chair in the general administration of departmental affairs and shall also have at least a majority of faculty. This committee fulfills the obligations of the departmental Faculty Advisory Council required by the Article 11 of the University Plan of Organization.

Each Department Chair shall be reviewed at least every five years by a committee organized by the Dean in accordance with The University of Maryland Policy on the Review of Department Chairs and Directors of Academic Units (I - 6.00(C)). Each Department’s Plan of Organization will be reviewed and approved every ten years by the College Senate in accordance with the University Plan of Organization.

#### Section 4. Grievances

Grievances concerning conditions of personal and/or professional welfare within departments shall be handled in accordance with University Policies on administrative personnel, faculty,<sup>3</sup> and exempt and non-exempt staff.<sup>4</sup>

### ARTICLE IV. CENTERS AND INSTITUTES OF THE COLLEGE

#### Section 1. Selection of Directors

The Dean shall select College-level Center and Institute Directors after consulting with the center’s faculty and staff and other faculty and staff in the College. Centers and Institutes that are housed within department structures shall follow the protocols within departmental Plans of Organization for the appointment of Directors and Center staff.

#### Section 2. Review

The Directors and Plans of Organization of Centers and Institutes will be reviewed periodically by the College in accordance with University policy on review of Centers.<sup>5</sup> All centers within the College and its constituent units will be reviewed at least once - every 5 years consistent with University policy (IV-1.00A) and College policy.<sup>6</sup> All reviews are to be conducted by an ad-hoc subcommittee of the Senate.

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<sup>3</sup> The University of Maryland Policy on Faculty Grievances (II - 4.00)

<sup>4</sup> The University of Maryland Policy on Exempt and non-Exempt Staff Grievances (VII - 8.00)

<sup>5</sup> The University of Maryland Policy and Procedures for the Establishment and Review of Centers and Institutes (IV-1.00(A))

<sup>6</sup> Senate Committee on Centers and Institutes Report As Amended by COE Senate 10/31/14

## ARTICLE V. COUNCIL OF CHAIRS

### Section 1. Membership

The membership of the Council of Chairs includes the Department Chairs, the Chair of the CEA, and other tenured/tenure-track faculty, professional track faculty, or staff attending at the behest of the Dean.

### Section 2. Functions and Responsibilities

The Council of Chairs is an advisory body to the Dean and disseminates administrative information across units in the College. This group shall follow an agenda as set by the Dean, in consultation with its members. Regular minutes of these meetings shall be published.

## ARTICLE VI. COLLEGE OF EDUCATION COMMITTEES

Standing committees of the College serve important functions for the whole College and its membership, and are guided by campus policies. These committees are required to be led by tenured/tenure-track or professional track faculty, and are expected to conduct their work with autonomy. These committees are expected to formulate and present recommendations to the Dean and to the College Administration; they are required to prepare annual reports which are presented to the College Senate and CEA. Six such committees are currently recognized:

### Section 1. Appointment, Promotion, and Tenure Committee (APT)

1. **Purpose:** As specified in the University of Maryland Policy and Procedures on Appointment, Promotion, and Tenure of Faculty (II-1.00 (A)), the College APT Committee functions as the second-level review of all faculty recommendations for promotion and tenure presented by departments. The APT Committee is an independent standing committee that formulates and presents recommendations directly to the Dean. (The first-level review by tenured faculty, as mandated by campus policy, is separate and occurs at the departmental level in consultation with the Dean's Office.)
2. **Membership:** The APT Committee is composed of two full professors per department, elected by their respective department faculties for staggered two-year terms, and the Dean serving as an ex-officio, non-voting member. The Chair of the Committee is chosen by its own members. The Dean's Office will announce the Committee membership via-email to all faculty by September 15 of each academic year.
3. **Voting Rights:** Voting rights are restricted to all College APT Committee members who did not vote on the case at the first-level review. Given that discussion of the cases is important to the process, no proxy voting is allowed.
4. **Procedural Issues:** Quorum is 100% of eligible voters.
  - a. All balloting, materials, and discussions of the College APT Committee are confidential.

- b. One eligible voter presents the case to the College APT committee. When significant questions arise regarding the recommendations from either the first-level reviews or the contents of the dossier, the College APT Committee shall provide the opportunity for the department Chair and the spokesperson for the first-level faculty review committee to meet with the College APT Committee to discuss their recommendations and other questions related to the case; the College APT Committee shall provide them with a written list of the Committee's general concerns about the candidate's case prior to the meeting. The College APT Committee may also request additional information from the first-level of review by following the procedures prescribed in Section F1 of the campus APT policy (II-1.00 (A)).
  - c. After the final vote is taken, Committee members draft a report describing their deliberations and articulating their final decision. The letter should contain the Committee's decision; the date of the meeting and a description of who voted; and justification for the decision, including concerns expressed by the Committee or its members. One person on the Committee writes the letter to the Dean; all eligible voters approve the letter. If necessary, any member of the Committee may write a dissenting opinion. The Dean considers all of the evidence in the dossier and makes an independent decision. The Dean's Office adds the College APT Committee report and the Dean's letter to the dossier within 30 days of the College APT Committee's decision, and submits it to the Office of the Associate Provost for Faculty Affairs for campus review.
5. **Notification:** The Dean communicates all decisions to the candidate in writing. When either the Dean or the College APT committee makes a negative APT decision, the Dean writes a brief summary letter informing the candidate, the department Chair, and the Chair of the department APT Committee. The letter summarizes the outcome of the College APT Committee's and the Dean's deliberations, and the rationale behind their decisions. The letter must be vetted with members of the College APT Committee. In the event that the Chair of the Committee and the Dean are unable to agree on the appropriate language and contents of the summary letter, each shall write a summary letter to the candidate. A copy of all materials provided to the candidate shall be added to the dossier.
  6. Grievances concerning the APT process shall be handled in accordance with the University of Maryland Policies and Procedures Governing Faculty Grievances (II-4.00 (A))

## Section 2. Appointment, Evaluation, and Promotion (AEP) Committee for Professional Track Faculty

1. **Purpose:** As specified in the University of Maryland Guidelines for Appointment, Evaluation, and Promotion of Professional Track Faculty, the College AEP functions as the second-level review of all professional track faculty recommendations for promotion presented by departments. The College AEP Committee is an independent standing committee that formulates and presents recommendations directly to the Dean. (The first-level review of professional track faculty, as mandated by campus policy, is separate and occurs at the departmental level in consultation with the Dean's Office.) The College

Committee is responsible for reviewing and evaluating the candidate's accomplishments in the following three general areas: (1) teaching, advising, and mentoring of students; (2) research, scholarship, and creative activity; and (3) professional service to the department, College, University, profession, and/or community. The standards and criteria that serve as the basis for the evaluation are specified in department policies. The College AEP Committee must prepare a concise report summarizing the vote, the discussion, and the Committee's recommendation to the Dean.

2. **Membership:** The College AEP Committee will include two voting representatives from each department: one tenured and one professional track faculty member. These faculty members will be selected by each of the three departments, consistent with their Plans of Organization. Members of the Committee must be at or above the rank being sought by the candidates under review that year. In cases where a department has no PTK faculty at or above the rank being sought by the candidates under review that year, the Department Chair should appoint a PTK faculty member from another department or College who is at or above the rank being sought by the candidates being reviewed that year to represent the department on the College AEP Committee. The Committee will elect a Chair and an alternate Chair; the latter shall serve as Chair when a candidate from the Chair's own unit is under discussion.
3. **Voting Rights:** Voting rights are restricted to all College AEP Committee members who did not vote on the case at the first-level review. Given that discussion of the cases is important to the process, no proxy voting is allowed.
4. **Procedural Issues:** Quorum is 100% of eligible voters.
  - a. All balloting, materials, and discussions of the College AEP Committee are confidential.
  - b. One eligible voter presents the case to the Committee. When significant questions arise regarding the recommendations from either the first-level reviews or the contents of the dossier, the College AEP Committee shall provide the opportunity for the department Chair and the spokesperson for the first-level faculty review committee to meet with the College AEP Committee to discuss their recommendations and other questions related to the case; the Committee shall provide them with a written list of the Committee's general concerns about the candidate's case prior to the meeting. The Committee may also request additional information from the first-level of review by following the above procedures described for APT.
  - c. After the final vote is taken, Committee members draft a report describing their deliberations and articulating their final decision. The letter should contain the Committee's decision; the date of the meeting and a description of who voted; and justification for the decision, including concerns expressed by the Committee/Committee members. One person on the Committee writes the letter to the Dean; all eligible voters approve the letter. If necessary, any member of the Committee may write a dissenting opinion. The Dean considers all of the

evidence in the dossier and makes an independent decision. In cases of promotion to the highest rank in the professional track, the Dean attaches a letter with his or her decision to the Committee report and the dossier and submits them to the Office of the Associate Provost for Faculty Affairs for campus review within 30 days of the College AEP Committee's decision.

7. **Notification:** The Dean communicates all decisions to the candidate in writing. When either the Dean or the College AEP Committee makes a negative AEP decision, the Dean writes a brief summary letter informing the candidate, the department Chair, and the Chair of the department AEP Committee. The letter summarizes the outcome of the College AEP Committee's and the Dean's deliberations, and the rationale behind their decisions. The letter must be vetted with members of the College AEP Committee. In the event that the Chair of the Committee and the Dean are unable to agree on the appropriate language and contents of the summary letter, each shall write a summary letter to the candidate. A copy of all materials provided to the candidate shall be added to the dossier.
8. **Grievances:** Grievances concerning the AEP process shall be handled in accordance with the University of Maryland Policies and Procedures Governing Faculty Grievances (II-4.00 (A)).

### Section 3. Program, Curriculum, and Courses Committee (PCC)

1. **Purpose:** The College PCC Committee reviews and makes decisions on all proposals that have been approved through the department level PCC process concerning new and modified undergraduate and graduate programs, curricula, and courses in compliance with University policies. Committee decisions are forwarded to the Dean's office, which in turn presents these decisions to the Vice-President's Advisory Committee (VPAC, appointed by the Senior Vice-President for Academic Affairs and Provost) and/or other appropriate University committees (e.g., the University Senate's PCC Committee, the Graduate Council, etc.).
2. **Membership:** The PCC Committee is composed of one tenured and one other member (tenure-track or professional track) from each department, elected by their departments for staggered two-year terms. The Committee also includes one undergraduate and one graduate student member. The Office of Student Services in the Office of the Dean calls for nominations from among the undergraduate and graduate student populations and holds an electronic vote if there is more than one nominee. The Assistant Dean (who is also the Executive Director of Teacher Education, hereafter Assistant Dean/Executive Director of Teacher Education) and Associate Dean for Research, Innovation, and Partnerships serve as ex-officio members with voting privileges. The PCC Chair is chosen by the Committee members; the PCC Chair must be an associate or full professor. Quorum consists of a majority of voting members.
3. **Meeting:** The PCC Committee shall meet monthly throughout the academic year, including in January. Whereas the PCC Committee serves an important role in ensuring that all new and revised programs and courses proposed across the College are aligned with the requirements of campus, the work of promoting the ongoing quality and overseeing the development of new program areas across the three departments in the College rests with

the three specialized college-wide curriculum committees: the Educator Preparation Committee (EPC), the Undergraduate General Education Committee (UGEC), and the Graduate Education Committee (GEC).

#### Section 4. Educator Preparation Committee (EPC)

1. **Purpose:** The EPC serves as the steering committee for educator preparation: It oversees the quality and promotes the development of all educator certification programs, curricula, and course policies for the College<sup>7</sup>. It also recommends revisions to existing programs, curricula, and courses to promote compliance with accreditation guidelines and acts as a policy-setting body for all educator preparation programs in the Professional Preparation Unit,<sup>8</sup> as is required for accreditation by the Council for the Accreditation of Educator Preparation (CAEP). As appropriate, recommendations regarding education preparation policy are presented to the Dean and the Assistant Dean/Executive Director of Teacher Education. The Committee notifies the College Senate regarding course and program recommendations that are forwarded to the College PCC Committee (and subsequent PCC entities, as necessary).
2. **Membership:** The EPC consists of one tenured/tenure-track or professional track faculty member from each of the following undergraduate and graduate academic programs (see Constituent Units, item b.): early childhood, elementary, middle school, secondary (to include P-12), special education, reading specialist/reading education, and school administration; one faculty representative elected from among school counseling or school psychology; and one faculty representative elected from among school library media, physical education, music, or dance. Program representatives are selected by their departments consistent with their department Plans of Organization for staggered two-year terms. The EPC also includes one representative from each of the COE's four partner school districts (Anne Arundel, Howard, Montgomery, and Prince George's) and one representative from the PDS Partnership Community Group. These individuals are elected by and from their respective groups.. The EPC also includes two student representatives (one undergraduate and one graduate) elected for a one-year term. The Office of Student Services in the Office of the Dean calls for nominations from among the undergraduate and graduate student populations and holds an electronic vote if there is more than one nominee. The Assistant Dean/Executive Director of Teacher Education and the College Coordinator of PDS Partnerships serve as ex-officio members with voting privileges. Department Chairs and Associate Chairs, as appropriate, serve as ex-officio members without voting privileges. The EPC Chair is selected by the Committee members. Quorum consists of a majority of voting Committee members.

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<sup>7</sup> Programmatic decisions for graduate and undergraduate programs are ultimately voted on by the corresponding academic units. Undergraduate and graduate programs are specified by the University's College of Undergraduate Studies and The Graduate School.

<sup>8</sup> The Professional Preparation Unit includes all programs that prepare teachers and other school professionals to work in P-12 settings. In addition to the educator preparation programs in the College of Education, the Unit also includes the School Library Media program (College of Information Studies) and the teacher preparation programs in Physical Education (School of Public Health), Music (College of Arts and Humanities), and Agriculture (College of Agriculture and Natural Resources).

3. **Meeting:** The EPC shall meet at least two times each academic semester.

### Section 5. Undergraduate General Education Committee (UGEC)

1. **Purpose:** The UGEC monitors and encourages the development of all undergraduate general education program, curricula, and course policies for the College; it also monitors new general education course proposals and recommends revisions to existing general education courses. The UGEC sends its course and program recommendations to departments, which send proposals to the College PCC Committee for final review and approval. As appropriate, recommendations regarding education preparation policy are also presented to the Dean and the Assistant Dean/Executive Director of Teacher Education.
2. **Membership:** The UGEC consists of one tenured/tenure-track or professional track faculty member from each department, elected by their departments for staggered two-year terms, as well as the Director of the Office of Student Services. The UGEC also includes one undergraduate student representative elected for a one-year term. The Office of Student Services in the Office of the Dean calls for nominations from among the undergraduate student population and holds an electronic vote if there is more than one nominee. The Assistant Dean/Executive Director of Teacher Education serves as an ex-officio member with voting privileges. The UGEC Chair is selected by the Committee members. Quorum consists of a majority of Committee members.
3. **Meeting:** The UGEC shall meet at least one time each academic semester.

### Section 6. Graduate Education Committee (GEC)

1. **Purpose:** Graduate education in the College is a joint function and responsibility of the College and its departments. The Graduate Education Committee has as its primary responsibility coordinating and monitoring the quality and integrity of graduate programs housed in the College's departments; it also recommends revisions to existing graduate education policies, programs, curricula, and courses and monitors compliance with the Middle States Commission on Higher Education accreditation guidelines and graduate outcomes assessments. The GEC sends its course and program recommendations to departments, which make recommendations to the College PCC Committee. The GEC annually reports its recommendations and actions to the College Senate. When appropriate, policy decisions regarding College-wide graduate education should be brought before the College Senate for approval.
2. **Membership:** GEC consists of the tenured/tenure-track faculty member who serves as the graduate director from each Department or a tenured/tenure-track faculty member with similar responsibilities; where a department has a committee responsible for graduate studies, a member of that committee who is selected by their department serves instead. If a Department has both a graduate director and a committee responsible for graduate studies, the graduate director is the Department's representative. Members serve for staggered two-year terms. The Associate Dean for Research and Graduate Education, the Associate Director for Graduate Studies, and the Assistant Dean/Executive Director of Teacher Education serve as ex-officio members with voting privileges. The GEC also



includes two graduate student representatives elected for one-year terms. The Office of Student Services in the Office of the Dean calls for nominations from among the graduate student populations and holds an electronic vote if there is more than one nominee. Quorum consists of a majority of Committee members.

3. **Meeting:** The GEC shall meet at least once per academic semester.

## CHAPTER II: COLLEGE ASSEMBLY AND SENATE

### ARTICLE I. COLLEGE OF EDUCATION ASSEMBLY (CEA)

#### Section 1. Purpose

The CEA provides a means for faculty, staff, and students to: fulfill their responsibilities in carrying out the mission of the College; promote the general welfare; and achieve the highest standards of teaching, research, and service.

#### Section 2: Functions

The functions of the CEA shall include the following:

- a) to provide a regular forum for the expression of faculty, staff, and student concerns and viewpoints;
- b) to provide for full communication among the faculty, staff, and students of the College and the University community;
- c) to promote collaborative efforts within the College; and
- d) to act as the referendum body for the College, especially in approving the College Plan of Organization and revisions to the Plan.

#### Section 3. Membership

The membership of the CEA shall be determined according to the following guidelines for each constituency:

1. **Faculty:** Faculty are defined as full-time tenured and tenure-track faculty and professional track faculty (as defined in the University of Maryland Policy on Professional Track Faculty (II-1.00(G)) with an appointment of at least 50% in the College of Education. All such persons shall be voting members of the CEA.
2. **Staff:** Staff are defined as all other employees, exempt and non-exempt, who are currently appointed and employed by the College of Education with an appointment of 50% FTE or greater, and who do not need to be reappointed every year. Also included shall be persons who have been employed 50% time on temporary contractual positions by the College for a continuous period of more than five years. All such eligible members shall be voting members of the CEA.

3. **Students:** Students are defined as all undergraduate students enrolled full time in a program of the College and all graduate students enrolled at least 50% of full time in a program of the College, as identified no later than April 15 each spring on a list generated from the Dean's Office. In the following fall, the Dean's Office will add newly enrolled students, who become members of the CEA to this list. All such members may attend the meetings of the CEA and shall have the right to speak at such meetings. Nine undergraduate student voting members and nine graduate student voting members are chosen by election. The Office of Student Services in the Dean's office notifies the graduate and undergraduate students of this policy by email and solicits nominations for two voting members from each of the three departments and three at-large members. An electronic vote is held among all students in the college and the nine top vote-getters are elected, providing that at least two members represent each department.

#### Section 4. Officers

1. **Designations:** The officers of the CEA are the officers of the Senate (Chapter II, Article II). They consist of the Chair, Chair-elect, and Secretary.
2. **Vacancies:** In the event of vacancies in the offices of Chair or Chair-elect, the CEA shall hold a special election following the notice of vacancy. The College Senate Steering Committee, serving as a nominating body, shall solicit nominations from the CEA and hold an electronic ballot. The CEA shall have one week to conclude the vote.
3. **Duties:**
  - a) The Chair shall preside at all meetings of the CEA and shall perform such other duties as prescribed in this Plan of Organization or assigned by the CEA.
  - b) The Chair-elect shall assist the Chair and preside at meetings of the CEA in the absence of the Chair.
  - c) The Secretary shall be responsible for minutes of all meetings of the CEA and the Senate and, with assistance of the Dean's office, maintain the permanent records of the CEA.
  - d) Officers shall perform the duties outlined in this Plan of Organization and those assigned by the CEA. Officers are permitted to vote on all matters before the CEA.
  - e) Vacating officers shall deliver to their successors all official material not later than ten days following election of their successors.

#### Section 5. Meetings and Voting on Matters of College Policy and Governance

1. **Semi-Annual Meetings:** Semi-annual meetings of the CEA shall be held during the fall and spring semesters on dates set by the Chair of the CEA. The agenda for these meetings shall be distributed to the faculty, staff, and students at least one week prior to the meetings. Semi-annual meetings of the CEA shall be open to all members of the College.
2. **Special Meetings:** Twenty percent of the voting members of the CEA may petition the College Senate (Chapter II, Article II) for a special meeting of the CEA. The petitioners shall present with their petition a proposed agenda for the meeting, which shall be the only order of business at the meeting. Announcements of the time and place and of the agenda

shall be made at least two weeks in advance. All special meetings shall be open. A special CEA meeting may also be called by a majority vote of the College Senate with an announcement of the agenda and time and place published two weeks prior to the special meeting. Exception to the notice requirement shall be made only in an emergency, as determined by the Chair, for which a minimum three-hour notice shall be given stating time, place, and purpose.

3. **Voting on Official College Matters:** Matters that require a vote of the CEA include, but are not limited to, the College Plan of Organization, Strategic Plans, organizational restructuring, and changes to the name or mission of the College. When such matters are up for consideration, they must be presented at a CEA meeting (either one of the regular fall or spring CEA meetings or a specially-called meeting as described above). After the meeting, an electronic vote shall be taken by members of the CEA. In order for a vote to stand, at least a quorum (a quorum is defined as 50% or more of the CEA members with voting privileges) must participate in the voting process and at least a majority of those who vote must approve the proposed measure. Changes to the College Plan of Organization require a higher threshold (see Chapter III, Article II). For electronic voting, notice is given through official College of Education listserv and one-week is given for those eligible to vote<sup>9,10</sup>. For the vote to stand, the number of responses must be at least equal to the quorum of the Assembly.
4. **Speaking at Meetings:** Any member of the CEA shall have the right to be recognized and to speak at meetings of the CEA, subject to the rules of order. Individuals who are not members of the CEA and who are introduced by a member of the CEA may be recognized and speak absent the objection of a member of the CEA. In the event of an objection, the Chair shall call for an immediate vote on the objection by show of hands, with a simple majority of those eligible to vote and voting prevailing.
5. **Parliamentary Authority:** The most current version of *Robert's Rules of Order Newly Revised* shall govern the CEA in all cases in which they are applicable and in which they are not in conflict with this Plan of Organization.

## Section 6. Representation in the University Senate

1. **Eligibility:** The University of Maryland Plan of Organization and the associated Bylaws of the University Senate shall define eligibility for faculty, staff, and student representatives to the University Senate. Consistent with the University Plan of Organization Article 3.2, each department will elect one tenured/tenure-track faculty Senator; any additional tenured or tenure-track Senate seats apportioned to the College will be elected at large. Professional track faculty Senators apportioned to the College will be elected at large. All terms will be for three years. Staff and student Senator elections are conducted by the University Senate. University Senators from the College will serve as ex-officio members of the College Senate, without a vote.

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<sup>9</sup> The Senate reserves the right to extend the voting period until a quorum of responses is met.

<sup>10</sup> Electronic voting in the College is conducted using appropriate tools to ensure anonymity and/or confidentiality.

2. **Nominations and Elections of Faculty Senators:** Faculty representing a Department are nominated and elected within their Department according to their Department Plan of Organization. Department-level committees overseeing the election of University Senators must include both tenured/tenure-track and professional track faculty. In any year in which a College at-large senator to the University Senate is to be elected, the Chair of the Senate Steering Committee shall issue a call for nominations to each department. Recommendations to fill vacancies in any term of office of a Senator to the University Senate shall be made through the faculty members of their respective departments.

## ARTICLE II. COLLEGE SENATE

**Section 1: Purpose** The College Senate serves as the Faculty Advisory Council described in Article 11 of the University Plan of Organization. The purpose of the College Senate is to take action on behalf of the faculty, staff, and students in all matters pertaining to governance within the College in fulfilling its stated responsibilities. The College Senate is the executive body of the CEA for enacting the shared governance functions of the College on a regular basis.

### Section 2: Functions

The College Senate functions to:

- a) provide advice to the Dean with regard to College policy, including administrative staffing, facilities use and planning, and the College's annual budget (consistent with the University Plan of Organization (Article 11.2.a.2.b).
- b) receive and act upon reports of committees;
- c) report its actions, policy proposals, and recommendations to the CEA;
- d) communicate faculty, staff, and student points of view;
- e) receive, consider, and refer appeals and grievances;
- f) review and approve department Plans of Organization;
- g) perform other functions as approved by the CEA;
- h) advise the Dean on membership to committees that he/she establishes; and
- i) communicate with the University Senate on College Senate issues.

### Section 3: Membership

The membership of the College Senate consists of elected senators from the following constituencies:

1. **Faculty:** Each department shall be served by three representative faculty (at least one of which must be tenured or tenure-track and one of which must be professional track<sup>11</sup>)

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<sup>11</sup> In cases in which departments have fewer than 5 professional-track faculty members who are 50% or greater effort, members of the Senate may be elected from the tenure-track or the professional-track faculty provided that professional-track faculty are provided with the opportunity to run for election.

members, elected in staggered terms. In addition, there shall be two at-large faculty Senators, plus the offices of Chair and Chair-elect. The faculty of each department shall elect Senators to the College Senate each year to replace Senators whose terms are expiring or who can no longer serve as their departmental Senate representative or Chair-Elect. The term of office for faculty Senators shall be for two calendar years, beginning with the first meeting of the College Senate scheduled annually in the fall. Senators may be re-elected for one successive term. When a member is unable to attend meetings for a prolonged period (e.g., leave of absence, sabbatical, prolonged illness), the department may recommend the appointment for a specified time period of a substitute with voting privileges. Only departments with a Plan of Organization that is approved or pending approval by the College Senate shall have departmental representation. In the spring of each year, the Senate Steering Committee (Article III Section 1 of this Chapter) shall solicit nominations for at-large Senators for the next academic year from the CEA, and conduct an electronic vote. The term of office shall be for two calendar years, beginning with the first meeting of the College Senate scheduled annually in the Fall (see this chapter, Article III, section 1 below). At-large Senators may be re-elected for one successive term. When an at-large member is unable to attend meetings for a prolonged period, the College Senate Steering Committee shall designate, a temporary substitute with voting privileges until such time as the Steering Committee can hold an election. The Chair-elect retains voting privileges as their departmental representative. Once the Chair-elect becomes Chair, that person's Senate seat is vacated and a replacement is elected by that person's Department. The Chair only holds voting privileges in cases of a tie.

2. **Staff:** Two exempt and one non-exempt staff members are elected at large. The staff Senators shall serve for two years, elected in staggered terms. Senators may be elected for one successive term. Nominations for staff Senators to the College Senate are solicited each spring through an announcement in the College staff listserv, and all eligible staff can participate in this annual election process. The election process should take place in the spring of each year and be completed no later than April 30. Voting for representatives from each of the staff constituencies above shall be by members of that category only. For purposes of the governance of the College, a person may represent only one category.
3. **Students:** One doctoral student, one master's student, and two undergraduate students are elected at-large by each respective category of student: doctoral and masters students who are enrolled at least 50% of full time (as defined by the Office of the Dean of Graduate Studies) and undergraduate students who are enrolled full time (as defined by the Office of the Dean of Undergraduate Studies). The student Senators shall serve for one year, and may stand for reelection only once. Nominations for student Senators to the College Senate are solicited by the Office of Student Services in the Dean's office (as described in this chapter Article 1, Section 3 above). Elections shall take place in the spring of each year and should be completed no later than April 30. Voting for representatives from each of the student categories shall be by members of that constituency only. For purposes of the governance of the College, a person may represent only one category.

#### Section 4. Officers

The officers of the CEA and the officers of the College Senate are the same. The Chair of the College Senate is the Chair of the CEA; the Chair-elect of the Senate is the Chair-elect of the

CEA; the Secretary of the College Senate is the Secretary of the CEA. The positions of Chair-elect and Secretary shall be nominated by the Senate Steering Committee (Chapter II, Article III, Section I) and elected by the voting members of the Senate. (The Chair is the previous years' Chair-elect and does not require an election). The Chair-elect cannot be a faculty member serving as department Chair or assistant or associate dean. This person will serve as Chair-elect for one year and as Chair for the subsequent year. The election of Chair-elect and Secretary will be conducted by the Senate at the first meeting of the Fall of each year. Procedures and supervision of nominations and elections shall be established and maintained by the Senate Steering Committee. The election for Chair-elect will require a simple majority of all votes cast. If not attained on the first vote, a runoff election between the two candidates receiving the largest number of votes will occur.

### Section 5. Meetings

Monthly meetings of the College of Education Senate shall be held during the academic year. The Dean attends all meetings of the College Senate as an ex-officio member. Date, time, and place shall be decided upon by a majority of the membership. A quorum shall consist of a majority of its members. Meetings shall be open to all voting members of the CEA. All members of the Senate shall have the right to be recognized and to speak and to vote according to the rules of order. Persons who are not members of the Senate may be invited to attend and recognized to speak following introduction by a member of the Senate, provided that no Senator objects. Dates of the Senate meetings are posted on the College website so non-members can participate with member introduction. If there be an objection, the Chair shall immediately call for a vote and the majority of members present and voting shall prevail.

## ARTICLE III. COLLEGE SENATE COMMITTEES

The College Senate is authorized and entrusted by the CEA to establish standing and ad-hoc committees to conduct significant College business, such as gathering information, reviewing policies, advising the Dean, and promoting and sponsoring events to support all College faculty, staff, and students. The Chair of the College Senate shall appoint one College Senator as the Chair or Liaison of each standing committee and ensure that these selected individuals are formally approved by the College Senate. The purpose, procedures, and status of a standing Senate or ad-hoc Senate committee shall be established with each committee's creation. The documents specifying such establishment shall be circulated to the voting members of the full CEA. Specific procedures to establish or to eliminate standing Senate as well as ad-hoc committees may be specified in the Bylaws of the College. A full description of Senate standing and ad-hoc committees, as well as the guidelines for each committee's operations, is detailed in the College Bylaws.<sup>12</sup>

### Section 1: Senate Steering Committee

1. **Purpose:** The purpose of the full Senate Steering Committee (which functions as the Committee on Committees) is to propose the agenda for meetings of the College Senate and the CEA, to direct the business of the Senate to appropriate committees and through

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<sup>12</sup> The College of Education Bylaws can be found at <https://www.education.umd.edu/about-college/shared-governance#plan-of-organization>.

administrative channels of the College and University, and to advise and assist the Chair in carrying out responsibilities of the CEA and College Senate. The Senate Steering Committee is delegated by the Senate as a committee on committees, to establish standing and ad hoc committees, and to nominate a slate of candidates for each standing and ad-hoc committee of the Senate. (The full Senate votes to approve the entire slate of committee members). The Steering Committee shall advise the Dean and other administrators of the College, Campus, and System where appropriate. Specific to the University Plan of Organization Article 11.2.a(c)(i), the committee nominates candidates for non-Senate Committees as needed by the Dean, and the Dean appoints candidates from this slate. Agenda items may come from within the Senate Steering Committee, from the Dean, from the standing or ad-hoc committees of the Senate, or from other interested parties in the College. The Steering Committee also serves as a nominating committee: it facilitates the annual election of the Chair-elect of the CEA and Senate and the two at-large faculty (tenured/tenure-track or professional track) Senators to the College Senate, as well as the at-large Senators to the University Senate. In addition, the Committee coordinates with the College and departmental administration and staff to ensure that staff and student voting representatives to the CEA and Senators of the College Senate are selected annually.

2. **Membership:** The Committee shall be composed of the Chair, Chair-elect, and Secretary of the College Senate, one staff representative (one exempt or one non-exempt), one graduate student representative and one undergraduate student representative, and three faculty members (at least one of which must be tenured or tenure-track and one of which must be professional track). The Committee shall be chaired by the College Senate Chair. The faculty members are selected by the Chair from among those Senators who are in the second year of their term. The student and staff members are nominated by the Chair from among the members of the CEA<sup>13</sup>. All members of the Committee are voting members, aside from the Dean who is a non-voting ex-officio member. Quorum is a majority of the Committee's voting members.
3. **Meeting:** The Steering Committee shall meet monthly.

## Section 2. Faculty Affairs Committee

1. **Purpose:** The Faculty Affairs Committee acts in support of faculty development activities, augmenting those that are offered by individual departments. The Chair of the Committee is elected by the Senate at the first meeting of the academic year. Examples of activities include hosting promotion and tenure workshops for tenured/tenure-track faculty, similar promotion workshops for professional track faculty, and ensuring that all junior faculty members (tenure-track and professional track) receive senior faculty mentors. The Faculty Affairs Committee also serves as an advisory committee to the Senate and the Dean in the area of faculty development.

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<sup>13</sup> The Steering Committee sends requests to the CEA for volunteers for the staff and student positions in the spring for the next academic year and the Steering Committee nominates members from among the volunteers to ensure adequate representation for each constituency (e.g., exempt and non-exempt staff). The full Senate approves the entire slate of committee members as described in Chapter II, Article III, Section 1.1)

2. **Membership:** One faculty Senator from the College Senate will be appointed and serve as a Senate liaison and voting member of the Faculty Affairs Committee. The Associate Dean for Faculty Affairs is an ex-officio member of the Committee. Other members will include one tenured/tenure-track faculty representative from each department and one professional track faculty member from each department that has professional track faculty. All members are selected by the full College of Education Senate. Quorum consists of a majority of voting members.
3. **Meeting:** The Committee shall meet at least two times each semester. These include, but is not limited to, events with faculty preparing for the APT or AEP process.

### Section 3. Staff Affairs Committee

1. **Purpose:** The purpose of the Staff Affairs Committee is to promote the visibility of our staff as valuable members of the College of Education community. The Staff Affairs Committee will serve as a mechanism for organizing events; sponsoring, facilitating and promoting professional and personal development of staff. The Committee is a proactive organization dedicated to fostering communication and cohesiveness within the College of Education, thereby improving the atmosphere, relationships and functioning of the College.
2. **Membership:** The Committee membership includes both exempt and non-exempt staff and will be comprised of: one staff member appointed by the department Chair from each of the three departments, and four appointed at-large staff members who work in the Dean's support units, not associated with specific departments; at least two members of the Committee will be non-exempt staff. The Chair of the Committee for the next year is elected by its members at the last meeting of the year. The Assistant Dean for Finance and Administration will serve as a non-voting, ex-officio member of the Committee. One staff Senator from the College Senate will be appointed and serve as a Senate liaison and voting member of the Committee. An additional staff Senator is appointed by the Senate as a non-voting member, who serves as an alternate liaison to the Senate. Terms for appointed staff members will be two years starting in the fall semester; at-large members will serve one-year terms. Quorum consists of a majority of Committee's voting members.
3. **Meeting:** The Staff Affairs Committee will meet no less than twice per academic semester.

### Section 4. College Awards Committee

1. **Purpose:** The College of Education confers annual awards to recognize the accomplishments of faculty, staff, and students within the College. The College Awards Committee is charged with selecting the awardees from among those nominated. The Committee implements the awards criteria and the submission process and selects awardees for all but the COE Leadership Award. The recipient of the COE Leadership Award is selected by the Dean. The COE Leadership Award, as with the other awards, is not required to be awarded each year. The Awards Committee will review annually all



awards criteria and processes and with input from the Senate modify criteria as deemed necessary.

2. **Membership:** One faculty or staff Senator from the College Senate will be appointed and serve as Chair of the Awards Committee. In addition to the Chair, at the first Senate meeting of the year, the Senate appoints College Awards Committee members including one tenured/tenure-track or professional track faculty Senator from each department, two students from the CEA (one undergraduate and one graduate) , and two staff members from the CEA (one exempt and one non-exempt). All members serve for one year. New members are selected each year. Quorum consists of a majority of Committee members.
3. **Meeting:** The Committee shall meet at least two times each semester.

## CHAPTER III. AMENDMENT AND REVIEW

### ARTICLE I. AMENDMENT

Amendments or revisions may be proposed by members of the Senate, the Council of Chairs, or by a petition signed by at least 50 members of the CEA. The Senate shall discuss a proposed amendment at two successive meetings and then vote upon the proposal. Amendments that are approved by a majority of the Senate members who are present and voting shall be submitted to a referendum of the CEA. An amendment to the Plan will be ratified if 50% of the voting members of the CEA vote and at least 60% of the votes are in favor.

Following a positive vote of the CEA, amendments to the Plan of Organization are subject to review by the Dean, and approval by the University Senate and the President.

### ARTICLE II. REVIEW

The Plan of Organization shall be reviewed every tenth year by a newly-elected committee (as required by the University Plan of Organization, Article 11.3) nominated by the Senate Steering Committee and voted on, as a whole by the College Senate. The Committee shall consist of one tenured/tenure-track and one professional track faculty member from each department, one exempt or non-exempt staff member, one graduate student representative and one undergraduate student representative. The Committee shall review the plan and make proposals for changes. The Committee shall submit the Plan to the Senate for approval and then to the CEA for a vote. The modified or revised plan will be ratified if 50% of the voting members of the CEA vote and at least 60% of the votes are in favor.

By a 60% vote of the Senate, a review of the Plan of Organization may be initiated at any time following the process established for regular reviews of the Plan. Recommended revisions or amendments shall be submitted to a College referendum as described above.

# **Plan of Organization of the College of Education**

March 10, 2012

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## **Mission of the College of Education**

The purposes of the College of Education (College hereafter) include: (1) research contributing to the body of knowledge upon which programs of the College are based; (2) instruction in undergraduate, graduate, continuing professional development, and related programs; (3) promoting and facilitating the use of knowledge to improve schools, colleges, and other institutions that enhance learning; and (4) service to the local, state, national, and international educational communities and to the public.

## **Purpose of the Plan of Organization**

The organization of the College is complex in that it includes an academic organization as well as a management system. The purpose of the present plan is to provide collaborative planning in the systematic decision-making process as it relates to academic decisions and management. Inherent in the purpose is the responsibility for maintaining channels of communication shared by the faculty, staff, and students.

## **Governance**

Central to academic life is meaningful participation of faculty in the process of shared governance by which crucial decisions such as form and content of degree programs; selection and promotion of professors; and conditions affecting work-life relationships are made jointly by faculty and administrators. Shared governance builds on academic standards and academic freedom; it implies consensual decisions, shared accountability, and College ownership of critical decisions.

The governance of the College is fulfilled by the Dean, the College Senate, and four types of committees: (1) The College Standing Committees, which carry out work that calls for faculty involvement in areas linked to programs, courses, and faculty performance. These committees include the APT, a committee with substantial autonomy. (2) The College Senate Standing Committees, which generally deal with the professional environment of the College as well as promote a forward-looking vision. (3) Ad-Hoc Committees of the Senate, which are set up as needed to address specific issues not covered by the other committees. (4) College Administrative Committees, which cover areas and initiatives linked to the overall management of the College.

The functions of all committees, procedures for representation in them, and mechanisms for interaction among them are described in this Plan of Organization and its Bylaws.

## **CHAPTER I. THE COLLEGE OF EDUCATION ASSEMBLY (CEA)**

### **ARTICLE I. Purpose and Functions**

#### **Section 1. Purpose**

The CEA provides a means for faculty, staff, and students to: fulfill their responsibilities in carrying out the mission of the College; promote the general welfare; and achieve the highest standards of teaching, research, and service.

## Section 2. Functions

The functions of the CEA shall include the following:

- a) to provide a regular forum for the expression of faculty, staff, and student concerns and viewpoints;
- b) to provide for full communication among the faculty, staff, and students of the College and the university community;
- c) to promote collaborative efforts within the College; and
- d) to act as the referendum body for the College

## **ARTICLE II. Membership**

The membership of the CEA shall be determined according to the following guidelines for each constituency:

### Section 1. Faculty

Defined as all those employed by the State at the University of Maryland at College Park having the position of tenure track faculty who hold the rank of Assistant Professor, Associate Professor, or Professor with an appointment of at least 51% in the College of Education, as well as those who have been appointed to full-time positions as Professor of Practice, Research Professor (Assistant, Associate, or Full), Research Scientist, Research Associate, Faculty Research Assistant, Lecturer, or Senior Lecturer in the College of Education. All such persons shall be voting members of the CEA.

### Section 2. Staff

Defined as all other employees who are currently appointed and employed by the College for greater than 50% time, and who do not need to be reappointed every year. Also included shall be persons who have been employed greater than 50% time on temporary contractual positions by the College for a continuous period of more than five years. All such eligible members may attend the meetings of the CEA and shall have rights to speak at such meetings. Fifteen elected members of the College staff, with approximate representation to the proportion of exempt and non-exempt staff members in the College have voting privileges in the CEA; the numbers of staff representatives is determined as an apportionment of approximately 10% of the number of faculty members in the CEA.

Nominations for staff representatives shall be solicited each spring through an announcement in the College staff listserv, and all eligible staff (as defined above) can participate in this annual election process. The election process should be timed to be completed no later than April 30. Voting for representatives from each of the staff constituencies above shall be by members of that category only. For purposes of the governance of the College, a person may represent only one category.

### Section 3. Students

Defined as all undergraduate students enrolled full time in a program of the College and all graduate students enrolled at least 50% of full time in a program of the College, as identified no later than April 15<sup>th</sup> each spring on a list generated from the Dean's office. All such members may attend the meetings of the CEA and shall have the right to speak at such meetings. Students with voting privileges shall be identified at elections: Three graduate students shall be elected from each department to be voting members of the CEA; nine undergraduate students shall be elected by undergraduates in at-large elections (using the Hare system) to be voting members of the CEA. Elections shall be conducted so that

each department having an undergraduate program shall have at least two representatives. The numbers of student representatives is proportional to represent approximately 10% of the number of faculty members in the CEA.

Nominations for student representatives to the CEA will be solicited through the College Undergraduate and Graduate Student Associations. Elections shall take place in the spring of each year, timed to be completed no later than April 30. Voting for representatives from each of the undergraduate and graduate constituencies shall be by members of that constituency only. For purposes of the governance of the College, a person may represent only one category.

### **ARTICLE III. Officers**

#### Section 1. Designations

The officers of the CEA shall consist of a Chair, a Chair-elect, and a Secretary.

The position of Chair-elect shall be selected from the membership of the faculty of the CEA, by the voting members of the CEA. This person will serve as Chair-elect for one year and as Chair of the CEA for the subsequent year. The election of Chair-elect by the CEA membership shall be held in the spring of each year. Procedures and supervision of nominations and elections shall be established and maintained by the CEA. The election for Chair-elect will require a simple majority vote of those voting which, if not attained by any one candidate, will require a run-off election between the two candidates receiving the largest number of votes (see Article V). The Secretary is elected by members of the Senate (see Article V, Section 1).

#### Section 2. Vacancies

In the event of vacancies in the offices of Chair and Chair-elect, the CEA shall hold a special election at its first meeting following the notice of vacancy.

#### Section 3. Duties

- a) The Chair shall preside at all meetings of the CEA and shall perform such other duties as prescribed in the Plan of Organization or assigned by the CEA.
- b) The Chair-elect shall assist the Chair and preside at meetings of the CEA in the absence of the Chair.
- c) The Secretary shall be responsible for minutes of all meetings of the CEA and the Senate and, with assistance of the Dean's office, maintain the permanent records of the CEA.
- d) Officers shall perform the duties outlined in this Plan of Organization and those assigned by the CEA. Officers are permitted to vote on all matters before the CEA.
- e) Vacating officers shall deliver to their successors all official material not later than ten days following election of their successors.

### **ARTICLE IV. Meetings and Voting on Matters of College Policy and Governance**

#### Section 1. Semi-Annual Meetings

Semi-annual meetings of the CEA shall be held during the fall and spring semesters on dates set by the Chair of the CEA. The agenda for these meetings shall be distributed to the faculty, staff, and students at least one week prior to the meetings. Semi-annual meetings of the CEA shall be open.

## Section 2. Special Meetings

Twenty percent of the voting members of the CEA may petition the College Senate for a special meeting of the CEA. The petitioners shall present with their petition a proposed agenda for the meeting, which shall be the only order of business at the meeting. Announcements of the time and place and of the agenda shall be made at least two weeks in advance. All special meetings shall be open. A special CEA meeting may also be called by a majority vote of the College Senate with an announcement of the agenda and time and place published two weeks prior to the special meeting. Exception to the notice requirement shall be made only in an emergency, as determined by the Chair, for which a minimum three-hour notice shall be given stating time, place, and purpose.

## Section 3. Voting on Official College Matters

When a College matter arises that requires a vote of the CEA, the matter for consideration must be presented at a CEA meeting (either one of the regular Fall or Spring CEA meetings or a specially-called meeting as described above). After the meeting, an electronic vote shall be taken by members of the CEA. In order for a vote to stand, at least a quorum must participate in the voting process and at least a majority of those who vote must approve the proposed measure (a quorum is defined as 50% or more of the CEA members with voting privileges).

## Section 4. Speaking at Meetings

Any member of the CEA shall have the right to be recognized and to speak at meetings of the CEA, subject to the rules of order. Individuals who are not members of the CEA and who are introduced by a member of the CEA may be recognized and speak absent the objection of a member of the CEA. In the event of an objection, the chair shall call for an immediate vote on the objection by show of hands, with a simple majority of those eligible to vote and voting prevailing.

## **ARTICLE V. Parliamentary Authority**

The most current version of Robert's Rules of Order Newly Revised shall govern the CEA in all cases in which they are applicable and in which they are not in conflict with this Plan of Organization.

## **CHAPTER II. THE COLLEGE SENATE**

### **ARTICLE I. Purpose and Functions**

The purpose of the College Senate is to take action on behalf of the faculty, staff, and students in all matters pertaining to governance within the College in fulfilling its stated responsibilities.

The College Senate is the executive body of the CEA for carrying out the governance functions of the College on a regular basis. These functions include:

- a) provide advice with regard to College policy, including academic matters, budget development, resource allocation, and funding priorities;

- b) establish standing and ad hoc committees to carry out responsibilities as needed;
- c) receive and act upon reports of committees;
- d) report its actions, policy proposals, and recommendations to the CEA;
- e) communicate faculty, staff, and student points of view;
- f) receive, consider, and refer appeals and grievances;
- g) review and approve department plans of organization;
- h) perform other functions as approved by the CEA;
- i) advise the Dean on membership to committees that he/she establishes; and
- j) communicate with the University Senate on College Senate issues.

## **ARTICLE II. Membership**

The membership of the College Senate consists of elected senators from the following constituencies:

### **Section 1. Faculty**

Each department shall be served by three representative faculty members, elected in staggered terms. In addition, there shall be two at-large faculty senators, plus the offices of Chair and Chair-elect.

The faculty of each department shall elect senators to the College Senate each year to replace senators whose terms are expiring. The term of office shall be for two calendar years, beginning with the meeting of the College Senate scheduled annually in the spring, elected for two-year staggered terms. When a member is unable to attend meetings for a prolonged period (e.g., leave of absence, sabbatical, prolonged illness), the department may recommend the appointment for a specified time period of a substitute with voting privileges. Only departments with a plan of organization that is approved or pending approval by the College Senate shall have departmental representation.

Senators-at-large shall be elected by the CEA in the spring of each year, following procedures for nomination and election. Procedures and supervision should be established and maintained by the College Senate; the Hare System shall be used to obviate run-offs. The term of office shall be for one calendar year, beginning with the meeting of the College Senate scheduled annually in the Spring for election of the Secretary and Steering Committee members of the College Senate. At-large senators may be re-elected for successive terms. When an at-large member is unable to attend meetings for a prolonged period, the College Senate Steering Committee shall designate, for a specific time period, a substitute with voting privileges. An election shall be held during this period.

University Senators from the College will serve as ex-officio members of the College Senate, without a vote.

### **Section 2. Staff**

Two exempt persons and one non-exempt person elected at large. The exempt and non-exempt staff members will be elected to be approximately proportional to their number in the College. The staff senators shall serve for two years, elected in staggered terms. Nominations for staff senators to the College Senate are elicited each spring through an Announcement in the College staff listserv, and all eligible staff can participate in this annual election process. The election process should take place in the spring of each year and be completed no later than April 30. Voting for representatives from each of the staff constituencies above shall be by members of that category only. For purposes of the governance of the College, a person may represent only one category.



### Section 3. Students

One doctoral student, one master's student, and one undergraduate student elected at large by each respective category of student by doctoral and masters students who are enrolled at least 50% of full time (as defined by the Office of the Dean of Graduate Studies) and undergraduate students who are enrolled full time (as defined by the Office of the Dean of Undergraduate Studies) in a program of the College. The student senators shall serve for one year, and may stand for reelection only once. Nominations for student senators to the College Senate will be solicited through the College Undergraduate and Graduate Student Associations. Elections shall take place in the spring of each year and should be completed no later than April 30. Voting for representatives from each of the student categories shall be by members of that constituency only. For purposes of the governance of the College, a person may represent only one category.

### Section 4. Speaking and Voting

All members of the Senate shall have the right to be recognized and to speak and to vote according to the rules of order. Persons who are not members of the Senate may be recognized following introduction by a member of the Senate, provided that no Senator objects. If there be an objection, the Chair shall immediately call for a vote and the majority of members present and voting shall prevail.

## **ARTICLE III. Officers**

The officers of the CEA and the officers of the College Senate are the same. The Chair of the CEA is the chair of the College Senate; the Chair-elect of the CEA is the Chair-elect of the College Senate; the Secretary of the CEA is the Secretary of the College Senate.

## **ARTICLE IV. Meetings**

Regular meetings of the College of Education Senate shall be held during the Academic Year. Date, time, and place shall be decided upon by a majority of the membership. A quorum shall consist of a majority of its members. Meetings shall be open to all voting members of the CEA.

## **ARTICLE V. Committees**

### Section 1. Senate Steering Committee

Purpose: The purpose of the full Senate Steering Committee is to propose the agenda for meetings of the College Senate and the CEA, to direct the business of the Senate to appropriate committees and through administrative channels of the College and University, and to advise and assist the Chair in carrying out responsibilities of the CEA and College Senate. The Senate Steering Committee functions as a committee on committees, and makes recommendations concerning committee membership to appropriate individuals or governing bodies. Agenda items may come from within the Senate Steering Committee, from the Dean, or from other interested parties. The Senate Steering Committee shall constitute a Faculty Advisory Committee to provide advice to the Dean and other administrators of the College, Campus, and System where appropriate.

Membership: The Committee shall be composed of the Chair, Chair-elect, and Secretary of the College Senate, a staff representative, a student representative, and three faculty members. The faculty members are elected by their own department. One student member and one staff member of the Senate Steering Committee are elected by the Senate members representing their respective constituencies. In addition to these offices, the College Senate elects a Secretary from among its members. Fifty percent of the Steering Committee constitutes a quorum. The Committee shall be chaired by the College Senate Chair.

#### Section 2. Nominating Committee

Purpose: the nominating committee facilitates the annual election of the Chair-elect of the CEA and Senate and the two at-large faculty senators to the College Senate, as well as the at-large senators to the University Senate. In addition, this committee coordinates with the College and departmental administration, the College and departmental staff, and leaders in the undergraduate and graduate student organizations to ensure that staff and student voting representatives to the CEA and Senators of the College Senate are selected annually.

Membership: The Chair of the Nominating Committee is the immediately outgoing Chair of the College Senate, or his/her approved designee, and the current Chair of the College Senate serves as an ex-officio member. One College senator from each department as well as one staff member, one undergraduate, and one graduate student representative shall be elected by the Senate to serve on the Committee.

#### Section 3. Standing and Ad-Hoc Committees of the College Senate

The College Senate is authorized to establish standing and ad-hoc committees to conduct significant college business, which is aimed at enriching the whole college community, and to carry out the responsibilities entrusted to them by the CEA. The Chair of the College Senate shall appoint one College Senator as the Chair of each Standing Committee and ensure that the selected Chairs are formally approved by the College Senate and that the functions carried out by each committee are executed by the representative members of the CEA who are selected annually. The purpose, procedures, and status of a standing Senate or ad-hoc Senate committee shall be established with each committee's creation. The documents specifying such establishment shall be circulated to the voting members of the full CEA. Specific procedures to establish or to eliminate standing Senate as well as ad-hoc committees may be specified in the Bylaws of the College. A full description of Senate standing and ad-hoc committees, as well as the guidelines for each committee's operations, is detailed in the College Bylaws.

### **ARTICLE VI. Representation in the University Senate**

#### Section 1. Eligibility

All persons who are faculty members of the CEA, as specified in Chapter I, Article II, shall be eligible to be elected as University Senators.

Two faculty members per department will be elected to serve a three-year term. Faculty Senators serve a three-year term. All undergraduates enrolled full time in a degree program in the College and all graduate students enrolled at least 50% time are eligible to serve as delegates to the University Senate. Student representatives to the University Senate serve for one year. Staff members in the College who are employed for greater than 50% time and who do not need to be reappointed every year are also eligible to serve. Student and

staff representatives are elected through university-wide elections. Student and staff representatives in the University Senate serve for a one-year term.

## Section 2. Nominations and Elections

In any year in which a College at-Large senator to the University Senate is to be elected, the Chair of the Nominating Committee shall issue a call for nominations to each department.

Recommendations to fill vacancies in any term of office of a Senator to the University Senate shall be made through the faculty members of their respective departments.

One at-large undergraduate delegate to the University Senate is selected each spring through a general election process of students. Graduate student and staff delegates from the College to the University Senate are selected at-large from across the University through an annual, campus-wide election process each spring.

## CHAPTER III. COLLEGE COMMITTEES

Standing committees of the College serve important functions for the whole college and its membership, and are guided by campus policies. These committees are required to be faculty-led and are expected to conduct their work with autonomy. These committees are expected to formulate and present recommendations to the Dean and to the College Administration; they are required to prepare annual reports which are presented to the College Senate and CEA. Five such committees are currently recognized:

### 1. **Appointment, Promotion, and Tenure Committee (APT)**

**Purpose:** As specified in the Campus Policies and Procedures for Appointment, Promotion, and Tenure, the College APT functions as the second-level review of all faculty recommendations for promotion and tenure presented by departments. The APT is an independent standing committee that formulates and presents recommendations directly to the Dean. (The first-level review of tenured faculty, as mandated by campus policy, is separate and occurs at the departmental level in consultation with the Dean's Office.) For a detailed set of criteria and instructions regarding faculty appointment, promotion, and tenure, refer to the University APT Handbook for the current academic year.

**Membership:** The Committee is composed of two full professors per department, elected by their respective department faculties for staggered two-year terms, and the Associate Dean for Academic Affairs serving as an ex-officio, non-voting member. The chair of the APT is chosen by its own members.

### 2. **Program, Curriculum, and Course Committee (PCC)**

**Purpose:** The PCC reviews and makes decisions on all proposals concerning new and modified undergraduate and graduate programs, curricula, and courses for compliance with University of Maryland at College Park policies. PCC decisions are forwarded to the Dean's office, which in turn presents these decisions to the Vice-President's Advisory Committee (VPAC) and/or other appropriate University committees (e.g., Senate PCC, Graduate Council, etc.).

**Membership:** The PCC is composed of two tenured or tenure-track faculty members from each department, elected by their departments for staggered two-year terms. The Associate Dean for Research and Graduate Education and the Assistant Dean for Administration, Planning, and Assessment serve as ex-officio members with voting

privileges. The PCC Chair is chosen by the committee members; the PCC Chair must be an associate or full professor.

While the PCC serves an important role in ensuring that all new and revised programs and courses proposed across the College are technically aligned with the requirements of campus, the work of promoting the on-going quality and overseeing the development of new program areas across the three departments in the College rests with the three specialized college-wide curriculum committees: the Educator Preparation Committee (EPC), the Undergraduate General Education Committee (UGEC), and the Graduate Education Committee (GEC).

### **3. Educator Preparation Committee (EPC)**

**Purpose:** The EPC oversees the quality and promotes the development of all educator certification program, curricula, and course policies for the College. It also recommends revisions to existing programs, curricula, and courses to promote compliance with accreditation guidelines and acts as a policy-setting body for all educator preparation programs in the Professional Preparation Unit,<sup>1</sup> as is required for NCATE accreditation. The EPC sends its course and program recommendations to the Senate for final consent. As appropriate, recommendations regarding education preparation policy are presented to the Dean and the Associate Dean for Academic Programs and Outreach. The EPC Chair meets each semester with the Associate Dean for Academic Programs and Outreach and the Assistant Dean for Administration, Planning, and Assessment to determine the agenda for Faculty Program Leader and PDS Coordinators meetings in the Professional Education Unit.

**Membership:** EPC consists of one faculty member from each certification program area, including representatives from Music, Physical Education, and School Library Media, elected by their departments for staggered two-year terms. The Associate Dean for Academic Programs and Outreach and the Assistant Dean for Administration, Planning, and Assessment serve as ex-officio members with voting privileges. The EPC also includes two student representatives (one undergraduate and one graduate) elected for a one-year term by the respective undergraduate and graduate student associations. The EPC Chair is selected by the committee members.

### **4. Undergraduate General Education Committee (UGEC)**

**Purpose:** The UGE monitors and encourages development of all undergraduate general education program, curricula, and course policies for the College; it also monitors new course proposals and recommends revisions to existing programs, curriculum, and courses. The UGEC sends its course and program recommendations to the Senate for final consent. As appropriate, recommendations regarding education preparation policy are also presented to the Dean and the Associate Dean for General Education Programs.

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<sup>1</sup> The Professional Education Unit includes all programs that prepare teachers and other school professionals to work in P-12 settings. In addition to the educator preparation programs in the College of Education, the Unit also includes the School Library Media program (College of Information Studies) and the teacher preparation program in Physical Education (School of Public Health), Music (College of Arts and Humanities), and Agriculture (College of Agriculture and Natural Resources).

Membership: The UGEC consists of one faculty member from each department, elected by their departments for staggered two-year terms. The UGEC also includes one undergraduate student representative elected for a one-year term by the undergraduate student association. The Associate Dean for General Education Programs and the Assistant Dean for Administration, Planning, and Assessment serve as ex-officio members with voting privileges. The UGEC Chair is selected by the committee members.

#### **5. Graduate Education Committee (GEC)**

Purpose: Graduate education in the College is a joint function and responsibility of the College and its Departments. The Graduate Committee has as its primary responsibility coordinating and monitoring the quality and integrity of graduate programs housed in the College's Departments; it also recommends revisions to existing programs, curriculum, and courses to promote compliance with Middle States accreditation guidelines. The GEC sends its course and program recommendations to the Senate for final consent. As appropriate, recommendations regarding education preparation policy are also presented to the Dean and the Associate Dean for Research and Graduate Education.

Membership: GEC consists of a tenure-track faculty member who serves as the graduate director from each Department or a faculty member with similar responsibilities, or where a Department has a committee responsible for graduate studies, a member of that committee who is selected by their departments for staggered two-year terms. The Associate Dean for Research and Graduate Education, the Associate Director for Graduate Studies, and the Assistant Dean for Administration, Planning, and Assessment serve as ex-officio members with voting privileges. The GEC also includes one graduate student representative elected for a one-year term by the graduate student association. The GEC Chair is selected by the members and must be an associate or full professor.

### **CHAPTER IV. ADMINISTRATIVE ORGANIZATION**

#### **ARTICLE I. Purpose and Functions**

The College Administration shall provide leadership, supervision, and coordination of all educational programs. Its functions shall include, but not be limited to, providing leadership in:

- a) the identification of social, economic, and political trends which have relevance for the mission of the college;
- b) the development of innovative and/or experimental programs of education;
- c) the pursuit and conduct of excellent scholarly research;
- d) the facilitation of excellence in teaching and other academic pursuits of faculty, staff, and students;
- e) the development of effective educational service to the University, State, and profession; and
- f) the improvement of the quality of education and human services in the State of Maryland, the nation, and internationally.

## **ARTICLE II. Dean and Central Staff**

### Section 1. Designations

The chief administrator of the College is the Dean, who shall have central staff composed of Associate and Assistant Deans, assistants to the Dean, and authorized support personnel.

### Section 2. Appointments

Recommendations for the appointment of the Dean shall be made by an ad hoc search and screening committee. The committee size and composition shall be determined by the Vice President for Academic Affairs and Provost. The College Senate shall encourage the Provost to insure that a majority of committee members shall be tenure-track faculty members from the College elected by the faculty of the College Senate. All tenure-track faculty members in the College shall be eligible for such election, providing that the composition of the committee does not include more than one faculty member from the same department.

Assistants to the Dean and all supporting personnel shall be appointed by and serve at the pleasure of the appropriate administrative officer, e.g., the Dean, Associate Dean, or Assistant Dean.

### Section 3. Consultation with the College Senate

The Dean shall meet with the College Senate on a regular basis in an effort to secure advice with regard to policy and practice of the College. The Dean may request that the Senate Steering Committee place on the agenda of the College Senate such items as are seen fit. The Senate Steering Committee shall make every effort to grant such requests.

## **ARTICLE III. Administrative Units of the College**

### Section 1. Scope and Mission of Department

A department of the College shall consist of a group of faculty members with common or closely related disciplinary or mission-oriented interests. All faculty members or groups of faculty offering courses and programs in the College shall be members of at least one department. The immediate government of the department is vested in its departmental faculty, staff, and students as specified by the Plan of Organization of that department, which has jurisdiction over the interests of the department, including authority to determine all questions of departmental educational policy. Actions and policies which affect more than one department are subject to review and approval by the College Senate.

### Section 2. Department Membership

All faculty who are eligible to be voting members of the CEA shall have the right to vote and participate in their respective departmental meetings. The department Plan of Organization shall specify which and under what conditions student and staff members shall enjoy the rights of participation and voting in departmental meetings.

### Section 3. Department Administration

The chief administrative office of a department is the Chair, whose appointment shall be recommended to the Dean by a search committee composed of and elected by the department faculty, plus two faculty members from other departments of the College appointed by the College Senate. The Chairs of the departments of the College shall meet with the Dean, the Chair of the CEA, and whomever else the Dean specifies. This group

shall follow an agenda as set by the Dean, in consultation with its members. Regular minutes of these meetings shall be published.

Each department shall have an appropriate committee structure that represents all members of the department. The membership and method of selection of committees shall be determined by each department with the stipulation that faculty, as defined by the faculty membership for the CEA, shall constitute a voting majority of that determinative body. A committee specified in the Plan of Organization of the Department shall advise the Chair in the general administration of departmental affairs and shall also have at least a majority of faculty.

Each department Plan of Organization and its actual implementation shall be reviewed by the College Senate to ensure appropriate participation in departmental matters every five years, or sooner if so requested by 25% of any of the faculty, staff, or students who are members of the department.

#### Section 4. Grievances

Grievances concerning conditions of personal and/or professional welfare within departments shall be handled in accordance with a set of procedures applicable to all departments as established by the College Senate. In the absence of special procedures, the College shall conform with those established by the University Senate or other relevant bodies of the Campus.

### **ARTICLE IV. Special Administrative Units**

Organizations in the College other than Departments shall be known as Special Administrative Units. They shall serve specific purposes established by the Dean with advice of the College Senate.

## **CHAPTER V. STAFF ORGANIZATION OF THE COLLEGE**

#### Function:

Staff concerns will be channeled through the College Staff Committee, whose function is to review existing college-wide policies regarding staff issues, such as workload, personnel, morale, hiring practices, equity considerations, and staff development. While the College Staff Committee does not have an administrative oversight function, on occasion it may have access to administrative data in order to evaluate current policy or make proposals for policy change.

#### Membership:

The College Staff Committee includes both exempt and non-exempt staff and will be composed of two staff members from each of the departments and four at-large staff members who work in offices of the College not associated with a specific department. The Assistant Dean for Assessment, Administration, and Planning will serve ex-officio on the committee. One staff Senator from the College Senate will be appointed and serve as a Senate liaison and voting member of the College Staff Committee.

## **CHAPTER VI. STUDENT ORGANIZATION OF THE COLLEGE**

Responsibility for creating a student organization for each department rests with the students and faculty of that department. Responsibility for creating an all-College student organization rests with the departmental student organizations. Aspects of student participation shall be established at an appropriate time after the creation of the student organization. Students are invited to communicate directly with the CEA, Senate, and committees that may be specified in the Bylaws.

## **CHAPTER VII. AMENDMENTS, REVIEWS, AND REVISIONS**

### **ARTICLE I. Amendments**

Amendments to the Plan of Organization may be proposed at any meeting of the CEA or College Senate during the academic year. Upon approval of the amendment by a majority of those eligible to vote and voting, any proposed amendment shall be submitted by mail to all members of the CEA eligible to vote within ten class days. An affirmative vote within two weeks of mailing by two-thirds of those voting shall constitute adoption.

### **ARTICLE II. Plan of Organization Review**

This Plan of Organization, accompanying Bylaws and Plans of the departments shall be reviewed at least every fifth year by an ad hoc committee appointed by the College Senate. The first such review is to occur five years from the date of adoption of the Plan by the College.

### **ARTICLE III. Ratification**

Adoption of a new Plan shall go into effect in the Spring following ratification. All procedures specified in the newly adopted Plan and Bylaws shall be in force. This includes, for example, elections to take place in accordance with the new rules as approved.

### **ARTICLE IV. Implementation**

Implementation of the new Plan and Bylaws shall be facilitated by the College Senate Steering Committee and those additional persons invited by the Senate Steering Committee to assist.

## **CHAPTER VIII. BYLAWS**

The CEA shall have the power to organize its constituents and to make bylaws and regulations for its own proceedings so long as those bylaws do not contravene the statutes of the University, the Powers of the Board of Regents, the powers delegated to the Chancellor and to the President, and this Plan of Organization.

### **ARTICLE I. Amendments**

Amendments to the College Bylaws shall be presented in writing to the College Senate members ten working days in advance of any regular meeting and shall require approval by a majority vote of the members of the College Senate present and voting.



## **CHAPTER IX. RECALL AND MEMBERSHIP**

### **ARTICLE I. Recall**

A petition bearing the signatures of 20% of the members of the Assembly eligible to vote (as certified by the Secretary) to recall the Chair or Chair-Elect of the Assembly may be introduced by any member of the Assembly at any regularly scheduled or special meeting of the Assembly (see Chapter I, Article IV, Sections 1 and 2). A petition so introduced will require the Senate to schedule a special electronic vote within 14 days (see Chapter I, Article IV, Section 3) in which the officers shall be recalled by a simple majority vote of those members of the Assembly eligible to vote.

Officers or appointees of the Senate may be recalled by the Senate at any regular or special meeting of the Senate; any member of the Senate may introduce a motion to recall an officer or appointee. A simple majority of those present and eligible to vote shall be required for a recall.

### **ARTICLE II. Annual Roster of College Committees**

At the outset of each school year, a list of persons serving on the College Senate and College Senate Committees (in addition to other College committees) is to be made available to faculty, staff, and students throughout the College. Faculty, staff, and students should consult their department Chair, unit director, or the Dean's office for a copy of the current membership list. Responsibility for preparation of this list is held by the College Senate Chair in cooperation with the Dean's office.

recently admitted internal and external transfer cohorts, so that students who do not meet the minimum threshold requirement can assess their potential for admission through the established competitive LEP application process.

## **APPENDICES**

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Appendix 1 — Previous Senate Action on Limited Enrollment Programs

Appendix 2 — 2013 LEP Review Outcomes

Appendix 3 — Limited Enrollment Programs and the Enrollment Management Team

Appendix 4 — Memo from the Student Affairs Committee to the Educational Affairs Committee  
(3/1/2018)

Appendix 5 — Annotated Code of Maryland, Admission of Transfer Students to Public Institutions  
(13B.06.01.02-1)

Appendix 6 — Admission Letters

Appendix 7 — Peer Institution Research

Appendix 8 — Senate Executive Committee Charge on the University Expectations for Limited Enrollment Programs (Senate Document #16-17-36)