1. Call to Order

2. Approval of the May 7, 2019 Senate Minutes (Action)

3. Report of the Chair

4. Special Order
   Reka Montfort
   Executive Secretary & Director
   University Senate
   Orientation: Senators, Senate Meetings, and Shared Governance

5. 2018-2019 Senate Legislation Log (Senate Document #19-20-01) (Information)

6. Approval of the 2019-2020 Committee & Council Slates (Senate Document #19-20-02) (Action)

7. PCC Proposal to Establish a Doctorate of Public Health (Senate Document #19-20-12) (Action)

8. Review of the University of Maryland, College Park Procedures for the Use of Physical Facilities (Senate Document #18-19-10) (Action)

9. New Business

10. Adjournment

CALL TO ORDER

Senate Chair Walsh called the meeting to order at 3:18 p.m.

Chair Walsh noted that Senators would use clickers for voting for the special elections and on regular business items. He provided a brief overview of how to operate the clickers and of the approval voting process. Chair Walsh and the Senate welcomed new Senators.

ELECTION OF THE CHAIR-ELECT

Laura Dugan, Professor, College of Behavioral & Social Sciences and Daniel Lathrop, Professor, College of Computer, Mathematical & Natural Sciences were identified as the candidates for Chair-Elect. Laura Dugan was elected Chair-Elect.

APPROVAL OF THE APRIL 24, 2019 SENATE MINUTES (ACTION)

The Senate approved the minutes as distributed.

REPORT OF THE OUTGOING CHAIR, CHRIS WALSH

Chair Walsh provided an overview of the Senate's work over the course of the past year.

- The Senate held two special meetings in the fall semester to allow the campus community to voice their frustration and pain in response to the death of Jordan McNair. The Senate Executive Committee (SEC) was charged with reviewing and making recommendations based on the findings of the investigations into McNair's death and the alleged toxic culture of the football program.
- The Senate passed a resolution condemning the Board's overreach before focusing on structuring an orderly presidential transition.
- The creation of the Special Committee on University Finance (SCUF) in order to enhance the Senate's role in shared governance in the long-term planning and financing of the University.
- The Senate also approved 17 items from the Programs, Curricula, & Courses (PCC) Committee; six policy revisions; and four College Plans of Organization.

Chair Walsh thanked the Senate Staff for their efforts and support throughout the year and introduced the incoming Chair, Pamela Lanford.

Lanford commented on the challenges faced by the Senate during the 2018-2019 academic year and thanked Walsh for his positive attitude, outstanding service, and leadership. She presented him with a plaque of appreciation.

Lanford noted that the 2019-2020 Senate meeting schedule was now available on the Senate website. She announced that Chancellor Caret has invited Senate Executive Committee members and Senate committee chairs to a shared governance forum with members of the presidential

search committee on May 8, 2019, in addition to the public forum also scheduled for on that date. She also explained protocol for speaking at Senate meetings.

SPECIAL ELECTIONS

Chair Lanford thanked Marc Pound, Chair of the Nominations Committee and the members of the committee for their work in developing the slates and the candidates who had agreed to run. Chair Lanford provided voting instructions, which utilized approval voting by constituency.

The Senate voted for faculty, staff, and student representatives for the Senate Executive Committee (SEC), the Committee on Committees, the University Athletic Council, the Council of University System Faculty (CUSF), and the Campus Transportation Advisory Committee (CTAC).

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

SPECIAL ORDER OF THE DAY

Damon Evans, Director of Athletics, University of Maryland
The State of the Athletic Department

Chair Lanford invited Damon Evans, Director of Athletics, University of Maryland to provide his presentation.

Evans congratulated Lanford and Dugan on their respective elections as Chair and Chair-Elect and emphasized the Athletic Department's desire to work closely with the Senate. He thanked Senator Nelligan for representing Athletics and Senator McKennie for his leadership as a student athlete.

Evans shared the vision of the Athletic Department: to uphold and enhance the academic mission of the University; to be recognized as a premier program within the dynamic landscape of intercollegiate athletics and provide a student-centered environment dedicated to inclusivity, innovation, engagement, and transparency; and to exceed its own expectations as an elite athletic program by inspiring pride in the character and achievement of the University and its student athletes and athletic programs.

Evans noted that students are at the forefront of the Athletic Department, and that everything it does should focus on students. He noted that athletics should be fully integrated within the University's academic enterprise and should reinforce the University's academic mission. Evans stated that the most important aspect of the program is to educate and develop student athletes and provide them with a pathway to earn an education through sports.

Evans provided statistics about the student athletes over the last five years including that 480 student athletes have graduated from 50 different majors; over half of the student athletes at the University have a 3.0 or higher GPA; and over 100 have pursued master's degrees.

Evans reflected on the University's transition to the Big Ten Conference and the opportunities afforded to the University by its membership in the Big Ten Academic Alliance including peer-to-

peer collaboration, increased financial opportunities, and opportunities for continual growth for the institution and its athletic programs.

Evans commented on current challenges in the world of intercollegiate athletics, including student athlete rights including consideration of legislation on sports wagering and tax reform and the debate regarding pay-for-play for student athletes. He stated that the University should not lose sight of the fact that its main goal is to provide an education for student athletes.

Evans commented on the recommendations resulting from the Walters report and noted that 19 of the 20 recommendations included in the report have been completed at this time. The remaining recommendation on the type of healthcare the University will provide for its student athletes, will be announced soon. The majority of the recommendations that resulted from the investigation into the alleged toxic culture of the football program have also been implemented. The University's plans to move forward with a mechanism for student athletes to provide confidential feedback about their experiences within their athletic programs. Evans thanked the SEC for its guidance and recommendations from its review of the investigative reports.

Evans reflected on the importance of scholarships for student athletes and the importance of developing them academically, athletically, entrepreneurially, and socially. He noted that the University is facing a new chapter that will be defined by change, and by how the institution is able to adapt and solve problems as they come. He promised that the Athletic Department will do everything in its power to help the University move forward by aligning the objectives of the department with those of the University and operating as One Maryland.

Evans thanked the Senate for the opportunity to provide an update, and encouraged faculty and staff to attend the first home football game of the 2019-2020 season.

Chair Lanford opened the floor to questions.

Senators raised concerns about the student athletic fees, the use of homophobic slurs in the football program, and inquired about the model for paying student athletes, legislation that would provide student athletes with the right to collective bargaining, scholarship fund has been established to honor Jordan McNair, and how the Athletic Department solicits opinions from student athletes.

Evans responded that student athletic fees are open to discussions but added that they have not been raised in several years. He noted that Athletics was working on LGBTQ+ initiatives and issues to promote inclusivity but was open to collaboration with the Office of Diversity & Inclusion. Evans noted that there are better avenues to pursue in order to provide resources for student athletes than actually paying them for their performance and participation in intercollegiate athletics. He said that the University must ensure that student athlete voices are heard, and that it must work to make decisions that are in the best interest of everyone involved. Evans also stated that there is a scholarship fund in McNair's name, and that donations can be made through the College Park Foundation. Evans responded that the University has several processes in place to gather feedback from student athletes including an annual, anonymous, confidential survey that covers every aspect of their athletic programs from coaching and training to academics, meetings with sports advisors where feedback can be shared, and an online platform so that student athletes may provide feedback as needed throughout the year.

Chair Lanford thanked Director Evans for his presentation. She commented that the Senate supports all students in all endeavors and extends a special concern to student athletes this year.

She expressed appreciation for student athletes and for Director Evans's presence and participation at the Senate meeting.

NEW BUSINESS

There was no new business.

ADJOURNMENT

The meeting was adjourned at 5:00 p.m.

Orientation: Senators, Senate Meetings, and Shared Governance

Shared Governance

Questions?

Senate Membership

Protocol

Senate's Role

SEC

Committees

Senate Meetings

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.
- Representatives from all constituencies (faculty, staff, students)
- Senate works closely with the administration as "partners"

Organizational Structure

Leadership

Composition

Senate

- 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
  - Emeriti 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**

Senate's Role

- 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.)

SEC

- Subset of the Senate
- Elected Senators
- Gateway to the Senate
  - Review proposals to determine if they should be charged to a committee
  - Review committee reports to determine if they are ready to go to the Senate

Composition

Role

Committees

- Academic Procedures & Standards (APAS)
- Campus Affairs
- Educational Affairs
- Elections, Representation, & Governance (ERG)
- Equity, Diversity, & Inclusion (EDI)
- Faculty Affairs
- Programs, Curricula, & Courses (PCC)
- Staff Affairs
- Student Affairs
- Student Conduct

Composition

Role

Senate Meetings

- Monthly meetings during academic semesters
- Run by the Senate Chair
- Materials are sent out 1 week in advance so Senators can come to meetings informed and prepared for discussion
- Senators receive informational presentations and/or vote on recommendations from committees/councils

Meeting Prep

Logistics

At the Meeting

Protocol

- Only Senators or those introduced by a Senator may speak.
- You must be recognized by the Chair in order to speak - Please do not speak from the audience or interject while others are speaking
- You must use a microphone to speak
- You must state your name, constituency, and college/division EVERY time you speak because the audio for each meeting is recorded
- Speak directly into the microphone - tilt the microphone up or down as needed
- Wireless microphone available if the wired microphone is not accessible

This is an overview of the full presentation that will be provided at the Senate meeting. A link to the full presentation will be sent out after the meeting.

Senate Legislation Log

PRESENTED BY	Reka S. Montfort, Executive Secretary & Director
REVIEW DATES	SEC – August 28, 2019	SENATE – September 12, 2019
VOTING METHOD	For information only
RELEVANT POLICY/DOCUMENT	N/A
NECESSARY APPROVALS	N/A

ISSUE

The Senate Legislation Log is an overview of the work brought to the Senate during the 2018-2019 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 2019-2020 academic year.

RECOMMENDATION(S)

The Legislation Log is provided for informational purposes.

COMMITTEE WORK

N/A

ALTERNATIVES

N/A

RISKS

N/A

FINANCIAL IMPLICATIONS

N/A

Completed University Senate Legislation 2018-2019

Senate Document Number	Action	Date of Senate Meeting Action	Disposition	Approval Date(s)	Completion Date
13-14-05	Revisions to the College of Education (EDUC) Plan of Organization	09/05/2018	Presidential Approval	09/14/2018	09/14/2018
13-14-38	Revisions to the University of Maryland Libraries (LIBR) APPS Section / Plan of Organization	N/A	Complete: Further discussion of these issues can be found under Senate Document #18-19-08.		09/01/2018
16-17-14	Revisions to the A. James Clark School of Engineering Plan of Organization	03/06/2019	Presidential Approval	03/12/2019	03/12/2019
16-17-29	Undergraduate Admissions Procedures Related to Criminal Background	10/02/2018	Presidential Approval	10/05/2018	10/05/2018
16-17-32	Providing Gender Inclusive Facilities	09/05/2018	Presidential Approval	09/14/2018	09/14/2018
16-17-36	University Expectations for Limited Enrollment Programs	09/05/2018	Presidential Approval	09/14/2018	09/14/2018
17-18-07	Interim University of Maryland Policy and Procedures Concerning Research Misconduct	04/04/2019	Presidential Approval Presidential Approval	03/12/2019 04/08/2019	04/08/2019
17-18-08	Revision of the Code of Academic Integrity	12/04/2018	Presidential Approval	12/11/2018	12/11/2018
17-18-16	Proposal to Amend the UMD Policy and Procedures on the Disclosure of Student Education Records	12/04/2018	Presidential Approval	12/11/2018	12/11/2018
17-18-20	Enhancing Senate Input on University Planning and Resources	04/24/2019	Presidential Approval	05/03/2019	05/03/2019
17-18-25	PCC Proposal to Establish a Post-Baccalaureate Certificate in Integrated Technology in Education	05/09/2018	Presidential Approval Chancellor's Approval MHEC Approval	05/11/2018 08/01/2018 10/10/2018	10/10/2018
17-18-26	2018 Council of University System Staff Elections	N/A	Complete: The Senate reviewed the election results as an informational item.		10/02/2018
18-19-01	2017-2018 Legislation Log	09/05/2018	Complete: The Senate reviewed the legislation log as an informational item.		09/05/2018
18-19-02	Approval of the 2018-2019 Committee & Council Slates	09/05/2018	Presidential Approval	09/14/2018	09/14/2018
18-19-03	Review of the Interim University of Maryland Procedures Related to Family and Medical Leave for Faculty	03/06/2019	Presidential Approval	03/12/2019	03/12/2019
18-19-04	Review of the Interim University of Maryland Procedures Related to Family and Medical Leave for Nonexempt and Exempt Staff Employees	03/06/2019	Presidential Approval	03/12/2019	03/12/2019
18-19-05	Interim University Of Maryland Policy On Compliance With The Health Insurance Portability And Accountability Act	11/07/2018	Presidential Approval	11/27/2018	11/27/2018
18-19-07	A Recommendation to Evaluate Gendered Language	N/A	Complete: Further discussion of these issues can be found under Senate Document #18-19-06.		09/21/2018
18-19-08	Revisions to the University of Maryland Libraries (LIBR) Plan of Organization	02/05/2019	Presidential Approval	02/12/2019	02/12/2019
18-19-09	Proposal to Establish a University Policy on Repeating Undergraduate Courses	04/24/2019	Presidential Approval	05/03/2019	05/03/2019
18-19-11	Proposal on Freshman Representation on Senate Committees	N/A	Complete: The proposer received a letter from the SEC explaining its decision not to charge a committee with reviewing the proposal.		04/03/2019
18-19-13	PCC Proposal to Establish a Bachelor of Science in Neuroscience	11/14/2018	Presidential Approval MHEC Approval BOR Approval	11/27/2018 02/22/2019 02/22/2019	02/22/2019
18-19-14	PCC Proposal to Establish a Bachelor of Science in Human Development	11/14/2018	Presidential Approval MHEC Approval BOR Approval	11/27/2018 02/22/2019 02/22/2019	02/22/2019
18-19-15	PCC Proposal to Rename the Post-Baccalaureate Certificate in MSDE Administrator I to School Improvement Leadership	11/14/2018	Presidential Approval Chancellor Approval MHEC Approval	11/27/2018 01/25/2019 03/25/2019	03/25/2019
18-19-18	Nominations Committee Slate 2018-2019	12/04/2018	Presidential Approval	12/11/2018	12/11/2018
18-19-19	PCC Proposal to Establish a Bachelor of Science in Embedded Systems and the Internet of Things	12/04/2018	Presidential Approval MHEC Approval BOR Approval	12/11/2018 02/25/2019 02/22/2019	02/25/2019
18-19-20	PCC Proposal to Establish a Bachelor of Arts in Philosophy, Politics, and Economics	12/04/2018	Presidential Approval MHEC Approval BOR Approval	12/11/2018 02/22/2019 02/22/2019	02/22/2019

18-19-23	PCC Proposal to Rename the Ph.D. in "Health Services" to "Health Services Research"	03/06/2019	Presidential Approval Chancellor Approval MHEC Approval	03/12/2019 04/10/2019 06/12/2019	06/12/2019
18-19-24	PCC Proposal to Rename the Department of "Health Services Administration" to "Health Policy and Management"	03/06/2019	Presidential Approval Chancellor Approval	03/12/2019 07/15/2019	07/15/2019
18-19-25	PCC Proposal to Establish a Master of Science in Applied Economics	02/05/2019	Presidential Approval MHEC Approval BOR Approval	02/12/2019 04/26/2019 04/19/2019	04/26/2019
18-19-26	PCC Proposal to Establish a Master of Science in Geospatial Information Sciences	02/05/2019	Presidential Approval MHEC Approval BOR Approval	02/12/2019 04/24/2019 04/19/2019	04/24/2019
18-19-27	PCC Proposal to Establish a Master of Science in Geospatial Intelligence	02/05/2019	Presidential Approval MHEC Approval BOR Approval	02/12/2019 04/26/2019 04/19/2019	04/26/2019
18-19-28	PCC Proposal to Establish a Post-Baccalaureate Certificate in Computation and Mathematics for Biological Networks (COMBINE)	02/05/2019	Chancellor Approval MHEC Approval Presidential Approval	05/30/2019 07/10/2019 02/12/2019	07/10/2019
18-19-29	Review of the Outcomes of the Athletics Reports	02/05/2019	Complete: The Senate reviewed the report as an informational item.		02/05/2019
18-19-30	Resolution to Emphasize the University's Principal Missions During the Search for a New President	04/04/2019	Complete: The Senate voted to approve the resolution.		04/05/2019
18-19-38	Faculty Affairs Committee Memo on APT Guidelines Review	04/18/2019	Complete: The SEC voted to approve the recommendation and reconsider whether a comprehensive review is necessary in spring 2021.		04/18/2019
18-19-39	Transition Meeting Slate 2019	05/07/2019	Complete: The Senate conducted the elections.		05/07/2019
18-19-40	University Senate Resolution Condemning the Actions of the Board of Regents	11/02/2018	Complete: The Senate voted to approve the resolution as amended.		11/02/2018
18-19-41	Resolution to Designate the Senate Chair to the Cabinet	02/05/2019	Complete: The Senate voted to approve the resolution.		02/06/2019

Pending University Senate Legislation 2018-2019

Senate Document Number	Name	Requester	Reviewing Committee	Date Received	Senate Status
Legislation Reviewed from Prior Years					
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.
13-14-37	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.
16-17-24	Student Course Evaluation Improvement Project	Benjamin Bederson, Associate Provost for Learning Initiatives, and Alice Donlan, TLTC Director of Research	Senate	01/19/2017	Under Review: The Senate will consider the report at a meeting in fall 2019.
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.
17-18-17	Proposed New Policies on Parking During Athletic Events	Thomas Cohen, Professor	CTAC	11/20/2017	Under Review.
Legislation Reviewed from 2018-2019					
18-19-06	Review of the University of Maryland, College Park Policy on Inclusive Language	Senate Office	Equity, Diversity, & Inclusion (EDI) Committee	09/14/2018	Under Review.
18-19-10	Review of the University of Maryland, College Park Procedures for the Use of Physical Facilities	Senate Executive Committee (SEC)	Campus Affairs Committee	05/02/2018	Under Review.
18-19-12	BOR Staff Awards 2018-2019	Council of University System Staff (CUSS)	Board of Regents	08/14/2018	Under Review.
18-19-16	Review of the University of Maryland Non-Discrimination Policy and Procedures	Joint President/Senate Inclusion & Respect Task Force	Equity, Diversity, & Inclusion (EDI) Committee	05/02/2018	Under Review.
18-19-21	Proposal on Support for Students Dealing with Difficult Life Conditions	Karima Michelle Holland, Student	Office of Faculty Affairs, Graduate School, Office of Undergraduate Studies	10/04/2018	Under Review.
18-19-22	PCC Proposal to Establish a Post-Baccalaureate Certificate in Innovation and Entrepreneurship	PCC Committee		11/30/2018	Pending Approval. Waiting on approvals from BOR Approval, MHEC Approval

18-19-31	PCC Proposal to Rename the Post-Baccalaureate Certificate in "Intermediate Survey Methodology" to "Fundamentals of Survey Methodology"	PCC Committee		03/01/2019	Pending Approval. Waiting on approvals from BOR Approval, MHEC Approval
18-19-32	Review of the Interim Policy on Use of University of Maryland Facilities by Non-University Users for Research-Related Activities	President's Office	Campus Affairs Committee	03/01/2019	Under Review.
18-19-33	Proposal to Review Policy and Practice Surrounding PTK Non-Renewals	Marc Pound - Research Scientist & Tracy Huard - Associate Director, CRESST	Faculty Affairs Committee	03/15/2019	Under Review.
18-19-36	Policy on Criminal Background Checks for Faculty and Staff Employees	Jewel Washington - AVP UHR & John Bertot, Associate Provost for Faculty Affairs	Faculty Affairs Committee and Staff Affairs Committee	03/26/2019	Under Review.
18-19-37	Proposal to Establish a Consensual Relationships Policy	Steve Rolston, Professor & Chair, Physics	Faculty Affairs Committee	03/28/2019	Under Review.

2019-2020 Senate Standing Committee & University Council Slates

PRESENTED BY	**Laura Dugan, Chair**
REVIEW DATES	**SEC – August 28, 2019	SENATE – September 12, 2019**
VOTING METHOD	**In a single vote**
RELEVANT POLICY/DOCUMENT	**N/A**
NECESSARY APPROVALS	**Senate, President**

ISSUE

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)

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

COMMITTEE WORK

The Committee on Committees met on May 23, 2019 and June 3, 2019 to review all of the committee volunteers and their statements. There were 97 membership openings to fill on the ten standing committees of the Senate, and the Committee on Committees received and reviewed 448 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 97 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 2019-2020 Committee on Committees approved the final slate on June 18, 2019. Following the final placements, the Senate Office informed all of the volunteers whether they had been placed on a committee for the 2019-2020 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 and 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

The Senate could decide to not approve the slates.

RISKS

There are no risks to the University.

FINANCIAL IMPLICATIONS

There are no financial implications.

Academic Procedures & Standards (APAS) Committee

Nominated

Alice Donlan	Staff	SVPAAP	2021
Nicole Coomber	Faculty	BMGT	2021
Tianzhou Ma	Faculty	SPHL	2021
Kellie Rolstad	Faculty	EDUC	2021
Dylan Selterman	Faculty	BSOS	2021
Monica VanKlompenberg	Faculty	AGNR	2021
Paula Nasta	Graduate Student	ARCH	2020
Jason Tan	Undergraduate Student	CMNS	2020
Kaylee Towey	Undergraduate Student	ARHU	2020
Eleanor Vanvranken	Undergraduate Student	SPHL	2020

Ex-Officio

Adrian Cornelius	Ex-Officio - University Registrar Rep	SVPAAP	2020
Ryan Long	Ex-Officio - Graduate School Rep	GRAD	2020
Shannon Gundy	Ex-Officio - Director of Undergraduate Admissions Rep	SVPAAP	2020
Lisa Kiely	Ex-Officio - Undergraduate Studies Rep	UGST	2020
William Cohen	Ex-Officio - Provost's Rep	UGST	2020

Continuing Members

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

Chair

William Reed	Chair	BSOS	2020

Campus Affairs Committee

Nominated

Yanne Chembo	Faculty	ENGR	2021
Andrew Fellows	Faculty	INFO	2021
Elizabeth Warner	Faculty	CMNS	2021
Venkat Chaithanya Chintha	Graduate Student	ENGR	2020
Anjali Sharma	Graduate Student	PLCY	2020
Stacy Garza	Staff	ENGR	2021
Melody Hashemi	Undergraduate Student	BSOS	2020
Max McKitrick	Undergraduate Student	CMNS	2020

Ex-Officio

Luke Jensen	Ex-Officio - Chief Diversity Officer Rep	SVPAAP	2020
Anne Martens	Ex-Officio - VP Administration and Finance Rep	VPAF	2020
Joel Seligman	Ex-Officio - VP University Relations Rep	VPUR	2020
Sue Sherburne	Ex-Officio - Chair of Coaches Council Rep	PRES	2020
John Zacker	Ex-Officio - VP Student Affairs Rep	VPSA	2020
David Cronrath	Ex-Officio - Provost's Rep	SVPAAP	2020
Annie Rappeport	Ex-Officio - GSG Rep	EDUC	2020
Ireland Lesley	Ex-Officio - SGA Rep	BSOS	2020

Continuing Members

Pamela McNally	Staff	VPAF	2020
Elizabeth Wasden	Faculty	BSOS	2020
Joshua Westgard	Faculty	LIBR	2020
Carly Woods	Faculty	ARHU	2020

Chair

Jo Zimmerman	Chair	SPHL	2020

Educational Affairs Committee

Vacancies

Graduate Student

Nominated

Eugene Cantor	Faculty	BMGT	2021
Birthe Kjellerup	Faculty	ENGR	2021
Joseph Oudin	Faculty	BSOS	2021
Jennifer Pinello	Faculty	CMNS	2021
Kellee White	Faculty	SPHL	2021
Suzy Wilson	Faculty	LIBR	2020
Aaron Wilson	Staff	LIBR	2021
Morgan Williams	Undergraduate Student	BSOS	2020
Edwin Zhang	Undergraduate Student	CMNS	2020

Ex-Officio

Linda Macri	Ex-Officio - Graduate School Rep	GRAD	2020
Marcio Oliveira	Ex-Officio - Division of Information Technology Rep	DIT	2020
Scott Roberts	Ex-Officio - Provost's Rep	SVPAAP	2020
Ann Smith	Ex-Officio - Undergraduate Studies Rep	UGST	2020
Douglas Roberts	Ex-Officio - Associate Dean for General Education	UGST	2020
Abhimanyu Sachdeva	Ex-Officio - GSG Rep	INFO	2020
Vivian Caesar	Ex-Officio - SGA Rep	BSOS	2020

Continuing Members

Matthew Sinclair	Staff	ENGR	2020
Lindsey Anderson	Faculty	ARHU	2020
Michele Callaghan	Faculty	ARHU	2020
Katy Lawley	Faculty	INFO	2020
Beth St Jean	Faculty	INFO	2020

Chair

Madlen Simon	Chair	ARCH	2020

Elections, Representation, & Governance (ERG) Committee

Nominated

Calvin Oates	Exempt Staff	PRES	2021
Holly Brewer	Faculty	ARHU	2021
Leigh Ann DePope	Faculty	LIBR	2021
Robert Koulish	Faculty	BSOS	2021
Nicole Catanzarite	Graduate Student	BSOS	2020
Ngam Kenneth Ngong	Graduate Student	SPHL	2020
MacKenzie Allen	Undergraduate Student	BSOS	2020
Nicholas Torre	Undergraduate Student	PUAF	2020

Ex-Officio

Sarah Babineau	Ex-Officio - Director of Human Resources Rep	VPAF	2020
Sharon La Voy	Ex-Officio - Associate VP IRPA Rep	SVPAAP	2020

Continuing Members

Christine Johnston	Faculty	AGNR	2020
Elizabeth Lathrop	Faculty	ENGR	2020
Bria Parker	Faculty	LIBR	2020
Alexander Houck	Non-Exempt Staff	VPAF	2020

Chair

Alan Peel	Chair	CMNS	2020

Equity, Diversity, & Inclusion (EDI) Committee

Nominated

Brandon Dula	Exempt Staff		VPSA	2021
Ron Padron	Exempt Staff		INFO	2021
Jay Brite	Faculty		LIBR	2021
Nicole Cousin-Gossett	Faculty		BSOS	2021
Jennifer Dixon Cravens	Faculty		AGNR	2020
Terry Park	Faculty		UGST	2021
Mel Coles	Graduate Student		ARHU	2020
Anna Kraemer	Graduate Student		BSOS	2020
Dana Wimbish	Non-Exempt Staff		VPAF	2021
Diamond Fatoki	Undergraduate Student		LTSC	2020
Nadia Owusu	Undergraduate Student		BSOS	2020

Ex-Officio

Georgina Dodge	Ex-Officio - Chief Diversity Officer	PRES	2020
Grace Karmiol	Ex-Officio - OCRSM Rep	PRES	2020
Anne Martens	Ex-Officio - VP Administration & Finance Rep	VPAF	2020
Daniel Ostick	Ex-Officio - VP Student Affairs Rep	VPSA	2020
Laura Rosenthal	Ex-Officio - Provost's Rep	ARHU	2020

Continuing Members

Mary Forsythe	Exempt Staff		BMGT	2020
Manouchehr Mokhtari	Faculty		SPHL	2020
Joanna Wiley	Non-Exempt Staff		LIBR	2020

Chair

Rachel Gammons	Chair	LIBR	2020

Faculty Affairs Committee

Nominated

Caryn Bell	Faculty Senator	BSOS	2021
Mark Fuge	Faculty	ENGR	2020
Agisilaos Iliadis	Faculty Senator	ENGR	2020
Nicole LaRonde	Faculty Senator	CMNS	2021
Jessica O'Hara	Faculty	SVPAAP	2021
Kevin Roy	Faculty	SPHL	2021
Donald Webster	Faculty	AGNR	2021
Deanna Barath	Graduate Student	SPHL	2020
Ashley Hixson	Graduate Student	EDUC	2020
Benjamin Lin	Undergraduate Student	CMNS	2020

Ex-Officio

Michele Eastman	Ex-Officio - President's Rep	PRES	2020
Ellin Scholnick	Ex-Officio - Ombuds Officer	PRES	2020
Jewel Washington	Ex-Officio - Director of Human Resources Rep	VPAF	2020
John Bertot	Ex-Officio - Provost's Rep	SVPAAP	2020
Marc Pound	Ex-Officio - CUSF Rep	CMNS	2020

Continuing Members

Lexxie Monahan	Staff	VPUR	2020
Caroline Boules	Faculty Senator	AGNR	2020
Shevaun Lewis	Faculty	ARHU	2020
Janice Reutt-Robey	Faculty	CMNS	2020

Chair

Linda Schmidt	Chair	ENGR	2020

Programs, Curricula, & Courses (PCC) Committee

Nominated

Matthew Nessan	Staff	EXST	2021
Judy Frels	Faculty	BMGT	2021
Eric Hoover	Faculty	BSOS	2021
Monique Koppel	Faculty	CMNS	2021
Hayim Lapin	Faculty	ARHU	2021
Daniel Serrano	Faculty	CMNS	2021
Laura McBride	Graduate Student	CMNS	2020
Jackson Leith	Undergraduate Student	BMGT	2020
Ellie Litwack	Undergraduate Student	ENGR	2020

Ex-Officio

Elizabeth Beise	Ex-Officio - Provost's Rep	SVPAAP	2020
Ryan Long	Ex-Officio - Graduate School Rep	ARHU	2020
Daniel Mack	Ex-Officio - Dean of Libraries Rep	LIBR	2020
Douglas Roberts	Ex-Officio - Undergraduate Studies Rep	UGST	2020

Continuing Members

Cindy Clement	Faculty	BSOS	2020
Ashleigh Coren	Faculty	INFO	2020
Amanda Rockler	Faculty	AGNR	2020
Efrain Rodriguez	Faculty	CMNS	2020
Delores Ziegler	Faculty	ARHU	2020

Chair

Janna Bianchini	Chair	ARHU	2020

Staff Affairs Committee

Vacancies

Nominated

Jaison Cooper	Exempt Staff Contingent II	INFO	2021
Everett Daviage	Exempt Staff (Division)	DIT	2020
Brianne Rowh	Exempt Staff (Division)	VPSA	2021
Timea Webster	Exempt Staff (Academic)	SVPAAP	2021
Robert DuDonis	Non-Exempt Staff (Division)	VPAF	2020
Catherine Fisanich	Non-Exempt Staff (Academic)	CMNS	2020
Antonietta Jennings	Non-Exempt Staff (Division)	VPR	2021
Jeanne Pekny	Non-Exempt Staff (Academic)	ENGR	2021
Deekshitha Tella	Student	CMNS	2020

Ex-Officio

Amelia Barabak	Ex-Officio - Provost's Rep	SVPAAP	2020
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
Rythee Lambert-Jones	Ex-Officio - Director of Human Resources Rep	VPAF	2020
Anne Martens	Ex-Officio - VP Administration & Finance Rep	VPAF	2020
Kalia Patricio	Ex-Officio - CUSS Rep	VPSA	2020
Maureen Schrimpe	Ex-Officio - CUSS Rep	VPSA	2020
Brooke Supple	Ex-Officio - VP Student Affairs Rep	VPSA	2020

Continuing Members

Kristin Stenson	Exempt Staff (Academic)	CMNS	2020
Margaret Saponaro	Faculty	LIBR	2020

Chair

Jane Hirshberg	Chair	ARHU	2020

Student Affairs Committee

Nominated

Lindsay Carpenter	Faculty	LIBR	2021
Christophe Beaumier	Graduate Student Senator	PUAF	2020
Danielle Koonce	Graduate Student	BSOS	2020
Benjamin Pierce	Graduate Student Senator	BMGT	2020
Jonathan Lefebvre	Graduate Student	ENGR	2020
Cathy Baldwin	Staff	VPAF	2021
Elijah Achu	Undergraduate Student	CMNS	2020
Emily Berry	Undergraduate Student Senator	BSOS	2020
Alexandra Chios	Undergraduate Student	LTSC	2020
Nadia Doherty	Undergraduate Student	BSOS	2020
Luke Hudson	Undergraduate Student	BSOS	2020
Harry Irvine	Undergraduate Student Senator	INFO	2020
Peter Marston	Undergraduate Student Senator	CMNS	2020
Inioluwa Obidiran	Undergraduate Student Senator	SPHL	2020

Ex-Officio

Mary Hummel	Ex-Officio - VP Student Affairs Rep	VPSA	2020
Susan Martin	Ex-Officio - Graduate School Rep	VPSA	2020
Dennis Passarella-George	Ex-Officio - Resident Life Rep	VPSA	2020
Matthew Supple	Ex-Officio - VP Student Affairs Rep	VPSA	2020
Kioumars Mazandarani Haeri	Ex-Officio - GSG Rep	ARHU	2020
Doron Tadmor	Ex-Officio - SGA Rep	BMGT	2020

Continuing Members

Erin Caporellie	Staff	SPHL	2020
Elizabeth Caringola	Faculty	LIBR	2020

Chair

Christine Rhee	Chair	EDUC	2020

Student Conduct Committee

Nominated

Neijma Celestine-Donnor	Staff	SVPAAP	2021
Raul Cruz-Cano	Faculty	SPHL	2021
Charles Manekin	Faculty	ARHU	2021
Nelson Gomes Boronat	Student	BMGT	2020
Megan Stump	Graduate Student	EDUC	2020
Kiara Anthony	Undergraduate Student	BSOS	2020
Angela Lambert	Undergraduate Student	CMNS	2020
Michael Robidoux	Undergraduate Student	BSOS	2020

Ex-Officio

Andrea Goodwin	Ex-Officio - Director of Student Conduct (Non-Voting)	VPSA	2020

Continuing Members

Ursula Gorham-Oscilowski	Faculty	INFO	2020
Hilary Thompson	Faculty	LIBR	2020

Chair

Andrea Dragan	Chair	VPR	2020

IT Council

Nominated

Brad Paleg	Exempt Staff	AGNR	2020
Michel Cukier	IT Security Advisory Committee Chair	ENGR	2021
Jason Farman	Learning Technology Working Group Chair	ARHU	2021
Jeffery Klauda	Enabling Research Working Group Chair	ENGR	2021
Dana Nau	Tenured Faculty	CMNS	2021
Jun Chu	Graduate Student	SPHL	2020
Madelyn Forrester	Undergraduate Student	CMNS	2020

Ex-Officio

Jack Blanchard	Ex-Officio - Provost's Rep	SVPAAP	2020
Babak Hamidzadeh	Ex-Officio - Dean of Libraries Rep	LIBR	2020
Jeffrey Hollingsworth	Ex-Officio - VP IT/CIO	DIT	2020
Raviteja Kemburu	Ex-Officio - IT Student Advisory Committee	CMNS	2020

Continuing Members

Ann Holmes	Enterprise Systems Working Group Chair	BSOS	2020
Jim Zahniser	Infrastructure Working Group Chair	ENGR	2020
Andrew Smith	Professional Track Faculty	CMNS	2020

Chair

Derek Richardson	Chair	CMNS	2022

Library Council

Nominated

Progyan Basu	Faculty	BMGT	2021
Linda Coleman	Faculty	ARHU	2021
John Cumings	Faculty	ENGR	2021
James Farquhar	Faculty	CMNS	2021
Nadine Sahyoun	Faculty	AGNR	2021
Deena Shariq	Faculty	BSOS	2020
Brittany Starr	Graduate Student	ARHU	2020
Abigail Svoysky	Undergraduate Student	CMNS	2020

Ex-Officio

Marcio Oliveira	Ex-Officio - Division of IT Rep	DIT	2020
John Bertot	Ex-Officio - Provost's Rep	SVPAAP	2020
Laura Dugan	Ex-Officio - Senate Chair-Elect	BSOS	2020
Daniel Mack	Ex-Officio - Libraries Rep	LIBR	2020

Continuing Members

Michel Boudreaux	Faculty	SPHL	2020
Barbara Haggh-Huglo	Faculty	ARHU	2020
Joseph Koivisto	Library Faculty	LIBR	2020
Min Wang	Faculty	EDUC	2020

Chair

Brian Butler	Chair	INFO	2022

Research Council

Nominated

Rubie Mize	Staff	AGNR	2021
Niklas Elmqvist	Faculty	INFO	2021
Valentine Hacquard	Faculty	ARHU	2021
Kathleen Stewart	Faculty	BSOS	2021
Arpita Upadhyaya	Faculty	CMNS	2021
Kathleen Vogel	Faculty	PLCY	2021
Rachel Lamb	Graduate Student	BSOS	2020
Kyle Pietro	Student	SPHL	2020
Veeraj Shah	Undergraduate Student	CMNS	2020

Ex-Officio

Eric Chapman	Ex-Officio - VP Research Rep	VPR	2020
Michele Eastman	Ex-Officio - President's Rep	PRES	2020
Blessing Enekwe	Ex-Officio - Graduate School Rep	GRAD	2020
Cynthia Hale	Ex-Officio - Provost's Rep	SVPAAP	2020
Wendy Montgomery	Ex-Officio - Director of ORA Rep	VPR	2020
Douglas Roberts	Ex-Officio - Undergraduate Studies Rep	UGST	2020

Continuing Members

Christopher Cadou	Faculty	ENGR	2020
Michael Pack	Faculty	ENGR	2020
Lisa Taneyhill	Faculty	AGNR	2020

Chair

George Hurtt	Chair	BSOS	2020

Establish a Doctorate of Public Health (PCC 18081)

PRESENTED BY	Janna Bianchini, Chair, Senate Programs, Curricula, and Courses Committee
REVIEW DATES	SEC – August 28, 2019 | SENATE – September 12, 2019
VOTING METHOD	In a single vote
RELEVANT POLICY/DOCUMENT	NA
NECESSARY APPROVALS	Senate, President, University System of Maryland Board of Regents, and Maryland Higher Education Commission

ISSUE

The School of Public Health proposes to establish a Doctorate of Public Health (DrPH), a professional practice doctoral degree that is recognized as a terminal degree for high-level leaders in the field of public health. In response to the growing need in the field, DrPH offerings are increasingly popular among Schools of Public Health. The DrPH bridges the gap between public health research and practice by developing senior public health leaders who are trained in advocacy, communication, community and cultural orientation, critical analysis, leadership, management, professionalism and ethics, and policy analysis and development. Admitted students must have at least three years of public health practice experience and have a Master of Public Health, Master of Health Administration, or an equivalent degree. Students receive an advanced education intended to provide mastery of high-level competencies through scholarship in knowledge translation and evidence-based approaches to public health issues; use of systems thinking to approach public health issues; advocacy and policy implementation to improve public health; and strategic planning to promote community health.

The goal of the program is to develop health professionals who are competent in understanding the health needs of populations and qualified to design, implement, and evaluate programs and policies aimed at improving the public's health. In accordance with the Council on Education for Public Health, which is the accrediting organization for Schools of Public Health, the UMD DrPH will emphasize leadership by requiring field experiences and projects situated within public health organizations. As a professional practice doctoral degree, the program will not require a dissertation, but a 15-credit culminating experience that will focus on a public health challenge facing a public health organization.

The program will be offered online in a semester-based format with an additional requirement that students spend two one-week periods per year on campus in January and August. The curriculum consists of 44 total credits: 13 core credits, 16 specialization credits, and 15 culminating experience credits. The 13 core credits focus on leadership, communication, policy, and quantitative methods. The 16 specialization credits focus on executive leadership in public health. The School plans to develop and add more specializations after the program is established. This first concentration in executive leadership will be administered by the Department of Behavioral and Community Health.

The 15 credits of culminating experience requires two courses. First, HLTH790 Leadership in Action (3 credits) requires students, under faculty mentorship, to complete at least one project addressing a public health challenge facing an organization. HLTH829 Doctoral Capstone (12 credits) requires students to complete a field-based doctoral project designed to influence public health programs, policies, or systems. The project may be a continuation of HLTH790, but will require the student to demonstrate synthesis of all competencies in the program. The course will include both a written deliverable and an oral defense.

The program will be School-wide with the first concentration administered by the Department of Behavioral and Community Health. Tuition revenue will be used to cover all program expenses. This self-support program will have no impact on the School or Department's traditional programs.

This proposal was approved by the Graduate School Programs, Curricula, and Courses committee on April 26, 2019, and the Senate Programs, Curricula, and Courses committee on May 3, 2019.

RECOMMENDATION(S)

The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this new degree program.

COMMITTEE WORK

The committee considered this proposal at its meeting on May 3, 2019. The following participants presented the proposal and responded to committee questions: Robert Gold, Professor of Behavioral and Community Health; Stephen Roth, Associate Dean of the School of Public Health; and Sara Olsen, Graduate Assistant, School of Public Health. The proposal was unanimously approved by the committee.

ALTERNATIVES

The Senate could decline to approve this new degree program.

RISKS

If the Senate declines to approve this degree program, the University will lose an opportunity to offer an increasingly popular terminal Doctor of Public Health degree that is necessary to develop a critical segment of public health leadership.

FINANCIAL IMPLICATIONS

The program will be self-supported. Tuition revenue will cover program expenses. Some start-up costs will be covered by the Provost's Office.

University of Maryland PCC
Program/Curriculum/Unit Proposal

Program: Proposed DrPH Program

Department/Unit: Department of Behavioral and Community Health

College/School: School of Public Health

Proposal Contact Person (with email): Dr. Robert Gold, rsgold@umd.edu

Type of Action (check one):

☐ Curriculum change (includes modifying minors, concentrations/specializations and creating informal specializations)

    ☐ Curriculum change is for an LEP Program

☐ *Rename a program or formal Area of Concentration*

☐ *Establish/Discontinue a formal Area of Concentration*

☐ Other:

☒ *Establish a new academic degree/certificate program*

☐ Create an online version of an existing program

☐ Establish a new minor

☐ *Suspend/Discontinue a degree/certificate program*

☐ Establish a new Master or Certificate of Professional Studies program

    ☐ New Professional Studies program will be administered by Office of Extended Studies

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

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

1. Department Committee Chair   KATHERINE SHARP   *Katherine Sharp*   02/28/19

2. Department Chair   Barbara Curbow   *Barbara Curbow*   2/28/19

3. College/School PCC Chair   Brit Saksvig   *Brit Saksvig*   3/25/19

4. Dean   Boris D Lushniak   *B-D*   3/25/19

5. Dean of the Graduate School (if required)   _____   5/14/19

6. Chair, Senate PCC   Jamie Bianchini   _____   5-8-19

7. University Senate Chair (if required) _____

8. Senior Vice President and Provost _____

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

Summary of Proposed Action (use additional sheet if necessary):

This proposal seeks to establish an online DrPH degree in the School of Public Health. The DrPH program will be a School-wide program with the potential for several concentrations. This proposal includes the first of the concentrations, Executive Leadership in Public Health, and will be administered by the Department of Behavioral and Community Health. It is designed to develop leaders prepared to take on the transformation mandate of expanding the scope and reach of public health to address all factors that promote health and well-being. This hybrid course format and cohort structure promotes a learning community with full time students able to complete the program in three years. The goal of the doctoral program is to develop health professionals competent in understanding the health needs of populations who are qualified to conduct and translate research to implement programs and policies aimed at improving the public's health.

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

MISSION AND PURPOSE

1. *Describe the program and explain how it fits the institutional mission statement and planning priorities. The University Mission Statement and Strategic Plan can be found on this site:* https://www.umd.edu/history-and-mission.

As the flagship campus of the University System of Maryland, the mission of the University of Maryland, College Park is to provide excellent teaching, research, and service. The University educates students and advances knowledge in areas of importance to the State, the nation, and the world. The University is committed to being a preeminent national center for research and for graduate education. The University will accomplish this through five clearly stated objectives. The proposed doctor of public health, DrPH, program aligns perfectly with Objective 4: Expand excellent professional graduate programs that are nationally recognized for their contributions to the practice of the professions, for their pioneering curricula, and for their spirit of innovation and creativity.

A DrPH is an advanced professional degree designed for public health practitioners. The proposed DrPH program will focus on the practical application of public health principles across a variety of fields—including communications, public policy, public health strategy development, and advocacy—preparing graduate students for careers as senior-level administrators, applied researchers, policy makers, and educators providing leadership to protect and improve the public's health.

Recognizing the gap between public health research and practice, the Institute of Medicine's 1988 *The Future of Public Health* recommended public health educational program emphasize practice and arm graduates with evidence-based research knowledge combined with leadership skills to bridge that gap. In the 15 years following this report, Association of Schools and Programs of Public Health (ASPPH) data showed the number of DrPh students enrolled in an accredited program remained steady. However, in the last 15 years, the DrPH has grown in importance as it has become clear the increased need for senior public health leaders educated in advocacy, communication, community and cultural orientation, critical analysis, leadership, management, professionalism and ethics, and policy analysis and development. During the years between 2002 and 2015, ASPPH data showed enrollments in DrPH programs increase 250% from 605 to 1526 and is still on the rise.

The University shares its research, educational, cultural, and technological strengths with the Maryland citizenry. Its collaborations with State, federal, private, and other not-for-profit partners promote economic development and improve quality of life. As a public flagship campus, the university is committed to providing high quality educational opportunities that are affordable by all students regardless of family income. The proposed DrPH program will offer the flexibility of a hybrid design for working leaders combined with the proximity and

longstanding relationships with local partners to enhance the student practicum experience and continue to collaborate with Maryland citizenry. As public health challenges become more complex, requiring comprehensive systems approaches, the next generation of leaders must be multiskilled practitioners to address entrenched problems locally, nationally, and around the world.

The School of Public Health is proposing a schoolwide DrPH with the potential for several concentrations. The first of these concentrations – DrPH Executive Leadership in Public Health – is represented in this proposal and will be administered through the Department of Behavioral and Community Health. We anticipate a relatively small cohort size per concentration, growing to 12 students admitted annually as the program is developed. We expect to draw a wide variety of public health practitioners who seek to add doctoral level applied research, communication, and leadership skills to their professional training.

PROGRAM CHARACTERISTICS

2. *Provide a full catalog description of the proposed program. As part of the description, please indicate any areas of concentration or specializations that will be offered.*

The DrPH degree is a multidisciplinary program designed to provide working professionals with the broad range of knowledge and skill-based competencies needed to assume leadership roles in addressing important public health practice. Students receive an advanced education intended to provide mastery of high-level competencies in leadership, management, innovation, and communications through scholarship in knowledge translation and evidence-based approaches to public health issues; use of systems thinking to approach public health issues; advocacy and policy implementation to improve public health; and strategic planning to promote community health.

Executive Leadership in Public Health degree program may be completed either full-time or part-time, although full-time is preferred. Faculty support coursework, research and practice experiences in many areas, including: health communication; health behavior; adolescent health; women's health; health literacy and health disparities. Faculty hold doctoral degrees in public health, psychology, health education, sociology and epidemiology. The Department of Behavioral and Community Health offers excellent research and laboratory facilities with strong ties to the community including the Center for Young Adult Health and Development, Laboratory for Health Behavior Assessment and Intervention, Prevention Research Center, and The Center for Health Behavior Research.

3. *What are the educational objectives of the program?*

In the modern era of public health often referred to as Public Health 3.0, there exists a call to action to "boldly expand the scope and reach of public health to address all factors that promote health and well-being…" (DeSalvo 2016) which now also includes social determinants of health as well as economic factors, education, environment, violence and other societal influences.

The DrPH Executive Leadership Program in Public Health is designed to develop leaders prepared to take on the transformation mandate for Public Health 3.0. This hybrid course format and cohort structure promotes a learning community with full time students able to complete the program in three years. Through its proximity to Washington D.C. and access to transformative leaders in multiple sectors, this program combines the best of executive type programming with the finest pedagogy found in online programs. The goal of the doctoral program is to develop health professionals competent in understanding the health needs of populations who are qualified to conduct research in order to implement programs and policies aimed at improving the public's health. The program will provide students with the opportunity to develop research application skills essential in making significant contributions to the scientific and professional literature in behavioral and community health.

4. *Describe any selective admissions policy or special criteria for students selecting this field of study.*

Admission is for the Fall semester. Applicants must meet the following minimum admission criteria as established by the Graduate School:
- Applicants must have earned a four-year baccalaureate degree from a regionally accredited U.S. institution, or an equivalent degree from a non-U.S. institution.
- Applicants must have earned a 3.0 GPA (on a 4.0 scale) in all prior undergraduate and graduate coursework.
- Applicants must provide an official copy of a transcript for all of their post-secondary work.
- International applicants must fulfill all requirements relating to international academic credentials, evidence of English proficiency, financial certification, and visa documentation.

Applicants must fulfill the School of Public Health's admission requirements:
- Applicants must have MPH / MHA or equivalent.
- Applicants must first apply through SOPHAS (Schools of Public Health Application Service) website, www.sophas.org, and include the following information with the completed SOPHAS application:
  - Official transcripts for all post-secondary work
  - Three letters of recommendations that address the applicant's academic capabilities and probability of success in a doctoral program.
  - Statement of Goals and Interests.
- Following the submission of the SOPHAS application, applicants are notified that they are required to submit a supplemental application to The Graduate School, University of Maryland. Applicants are required to also submit:
  - An official copy of transcripts for all post-secondary work.
  - GRE scores, as required by concentration administering Department

5. *Indicate the course requirements with course numbers, titles and credits. If applicable, indicate if any course will also count for a general education requirement. In an appendix, provide the course catalog information (credits, description, prerequisites, etc.) for all of the courses.*

Module	Course Number and Name	Credits
Core Courses (13 credits)	Introduction to Successful Online Learning – SPH Canvas Catalog Module	0
	SPHL 705 Transformational Leadership and Systems	2
	SPHL 706 Leadership in Crisis	2
	HLTH 720 Crisis Management and Risk Communication	3

	HLSA 723 Health Policy and Advocacy	3
	EPIB 651 Applied Regression Analysis	3
Public Health Leadership in Practice (16 credits)	HLTH 625 Community Assessment Through Qualitative Methods	3
	HLTH 711 Advanced Research Methods in Health	3
	HLTH 609 Journal Club: Foundations of Leadership	1
	HLTH 609 Journal Club: Understanding Role of Technology in Public Health Practice and Communication	1
	HLTH 609 Journal Club: Big Data and Predictive Analytics	1
	HLTH 709 Leadership Seminar: Designing the DrPH Capstone	1
	HLTH 709 Leadership Seminar: Grant & Scholarly Writing	1
	HLTH 709 Leadership Seminar: Strategic Planning in Public Health	1
	HLTH 709 Leadership Seminar: Evidence-Based Practice/Practice-Based Evidence	1
	Elective	3
Culminating Experience (15 credits)	HLTH 790 Leadership in Action Field Experience and Capstone	3
	HLTH 829 Doctoral Capstone	12

Course catalog information can be found in Appendix A.

6. *Summarize the factors that were considered in developing the proposed curriculum (such as recommendations of advisory or other groups, articulated workforce needs, standards set by disciplinary associations or specialized-accrediting groups, etc.).*

Our accrediting body, the Council on Education for Public Health (CEPH) has outlined in its new accreditation standards a substantial change in its thinking about professional doctoral programs. They have outlined a specific vision for a DrPH with a focus on leadership skills. The DrPH degree has been offered by accredited schools of public health for many years but there have been few differences between this degree and the traditional PhD program. This new emphasis in leadership is an opportunity for the University of Maryland School of Public Health to leverage unique opportunities available in this region.

With a new Dean in place (Dr. Boris Lushniak), our intent is to add a substantive focus on workforce development and recruit professionals at a stage in their career to take on more leadership and strategic planning roles. The School of Public Health initiated a year-long investigation into existing programs, enrollment levels, and curriculum emphasis. The courses that comprise the core of any DrPH in the School of Public Health (SPH) were reviewed by SPH department chairs. The proposed curriculum has been reviewed and commented upon by the faculty of the Department of Behavioral and Community Health (BCH), the proposed administrator of the DrPH Executive Leadership in Public Health.

Our current research on other programs suggest that there are three principal competitors with hybrid-online DrPH programs. The three programs are at the Schools of Public Health at: 1) Johns Hopkins University; 2) University of North Carolina, Chapel Hill; and, 3) University of South Florida. The high cost of their programs is a barrier to enrollment for the target candidate - public health leaders with an MPH and less than 10 years of experience. The locality of the University offers opportunities for State and federal practicum experiences not available outside of the National Capital Region.

On an anecdotal level – we maintain a booth each year at the largest annual meeting of public health practitioners and potential students. The number one request we've fielded each year at that booth for the last three years has been "do we offer a DrPH program?" We take that as a proxy for increasing demand for such a program.

7. *Sample plan. Provide a term-by-term sample plan that shows how a hypothetical student would progress through the program to completion. It should be clear the length of time it will take for a typical student to graduate.*

The online program may be completed in 40 months of full-time study. UMD Graduate School registration policies stipulate students have 5 years to obtain a DrPH s degree and circumstances may arise when students cannot continuously dedicate time to the program. In such cases, students making satisfactory progress may receive a waiver of continuous registration or leave of absence from the UMD Graduate School for up to one year. The time taken on an approved leave of absence is not included in the time limitation for degree completion. Detailed information about registration policies may be accessed via https://academiccatalog.umd.edu/graduate/policies/registration-policies/#text

First Year	Second Year	Third Year
Summer I – 1 credit (in person)	Summer II – 4 credits	Summer III – 3 credits
Introduction to Successful Online Learning (0) HLTH 609 - Journal Club: Foundations of Leadership (1)	HLSA 723 - Health Policy Analysis and Advocacy (3) HLTH 709 - Leadership Seminar: Strategic Planning in Public Health (1) (in person)	HLTH 829 - Doctoral Capstone Proposal (3) Qualifying Exams – Advance to Candidacy
Fall I – 5 credits	Fall II – 6 credits	Fall III – 3 credits
EPIB 651 - Applied Regression Analysis (3) SPHL 705 - Transformational Leadership and Systems Thinking (2)	HLTH 625 - Community Assessment Through Qualitative Methods (3) Elective (3) [e.g. implementation science, disabilities studies, health communication, health literacy]	HLTH 829 - Doctoral Capstone (3)
Winter I – 2 credits (in person)	Winter II – 3 credits (in person)	Winter III – 3 credits
HLTH 709 - Leadership Seminar: Designing the DrPH Capstone (1) HLTH 709 - Leadership Seminar: Grant & Scholarly Writing (1)	HLTH 609 Journal Club: Understanding Role of Technology in Public Health Practice and Communication (1) SPHL 706 - Leadership in Crisis (2)	HLTH 829 - Doctoral Capstone (3)
Spring I – 6 credits	Spring II – 5 credits	Spring III – 3 credits
HLTH 720 - Crisis Management and Risk Communication (3) HLTH 711 - Advanced Research Methods in Health (3)	HLTH 790 - Leadership in Action Field Experience (3) HLTH 609 - Journal Club 3: Big Data and Predictive Analytics (1) HLTH 709 - Leadership Seminar : Evidence-Based Practice/Practice-Based Evidence (1)	HLTH 829 - Doctoral Capstone (3) Doctoral Capstone Defense

The DrPH Program will be offered online in a semester-based format with an additional requirement that students spend two one-week periods per year on our campus (January and August) and one semester-long practicum experience. This is consistent with all other online DrPH programs. Supplemental form attached as Appendix B.

The hybrid online nature of this program would not comply with educational visa restrictions. Because of this, Office of International Scholar and Student Services has not been notified.

N/A – Doctoral Program

There are eight primary competencies of the DrPH program. These encompass all of the Council on Education for Public Health (CEPH) required competencies to acquire and maintain accreditation as well as those specific to the University of Maryland School of Public Health (SPH) and BCH. Specific courses and assessments are detailed in Appendix C for each competency and subcomponent.

1. Profession & Science of Public Health. Define communities and identify and assess relevant population health needs.
Explain public health history, philosophy and values.
Identify the core functions of public health and the 10 Essential Services.
Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health.
List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program.
Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
Explain the critical importance of evidence in advancing public health knowledge.

2. Factors Related to Human Health. Analyze and theorize the influences of social context and behavior on health.
Explain effects of environmental factors on a population's health.
Explain biological and genetic factors that affect a population's health.
Explain behavioral and psychological factors that affect a population's health.
Explain the social, political and economic determinants of health and how they contribute to population health and health inequities.
Explain how globalization affects global burdens of disease.

Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g. One Health).

3. Data & Analysis. Apply relevant qualitative and quantitative tools and concepts.
Explain qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community and population) levels.
Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue.
Explain the use and limitations of surveillance systems and national surveys in assessing, monitoring and evaluating policies and programs and to address a population's health.

4. Leadership, Management & Governance. Enhance leadership skills through experiential coursework and reflection.
Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders and other partners.
Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies.
Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems.

5. Create a strategic plan. Apply public health theory and experiential evidence to develop and manage program and institutional strategies.
Facilitate shared decision making through negotiation and consensus-building methods.
Create organizational change strategies.
Propose strategies to promote inclusion and equity within public health programs, policies and systems.
Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency.
Propose human, fiscal and other resources to achieve a strategic goal.
Cultivate new resources and revenue streams to achieve a strategic goal.

6. Policy & Programs. Assess the functions, capacities, management and governance of governmental, international and non-state organizations.
Design a system-level intervention to address a public health issue.
Integrate knowledge of cultural values and practices in the design of public health policies and programs.
Integrate scientific information, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in policy development and analysis.
Propose interprofessional team approaches to improving public health.

7. Education & Workforce Development. Plan health education/communication programs.
Assess an audience's knowledge and learning needs.
Deliver training or educational experiences that promote learning in academic, organizational or community settings.
Use best practice modalities in pedagogical practices.

8. UMD SPH-specific Program Competencies. Promote and protect the health and well-being of communities throughout Maryland, the nation, and the world through engagement in transdisciplinary research, teaching, and service from within a biopsychosocial framework.
Build organizational capacity to envision and select strategies to address acute problems.

Utilize principles of media advocacy to communicate the public health mission, values, objectives, and priorities to all intended audiences.

Utilize principles of social marketing and health education to communicate routinely with target audiences regarding public health needs, objectives, accomplishments, and critical or crisis-related information.

Identify escalating public health issues and guide or mediate action to avoid crisis levels.

Identify and analyze policy issues and alternatives related to selected public health problems.

11. Identify specific actions and strategies that will be utilized to recruit and retain a diverse student body.

SPH and BCH faculty are a diverse group committed to recruiting, retaining, and graduating a diverse student body. For the last 5 years, BCH has consistently admitted a diverse graduate student body (>50% underrepresented minorities). Many of the faculty focus their research efforts on issues that impact health disparities and will use their networks of colleagues and professional organizations to continue to recruit a diverse pool of applicants. This includes ongoing participation in the annual meeting of the American Public Health Association (APHA), advertising in the Nation's Health (APHA newsletter), announcements on public health listservs, and engaging with local Departments of Health, to include Health and Human Services (22% African American, 15% American Indian, 10% Asian, 3% Latinx) to connect with current public health professionals.

RELATIONSHIP TO OTHER UNITS OR INSTITUTIONS

12. If a required or recommended course is offered by another department, discuss how the additional students will not unduly burden that department's faculty and resources. Discuss any other potential impacts on another department, such as academic content that may significantly overlap with existing programs. Use space below for any comments, otherwise add supporting correspondence as an appendix.

All required courses can be taught by primary SPH and BCH faculty. The core courses will be taught by faculty across SPH Departments.

13. Accreditation and Licensure. Will program need to be accredited? If so, indicate the accrediting agency. Also, indicate if students will expect to be licensed or certified in order to engage in or be successful in the program's target occupation.

The proposed DrPH program will have to be reviewed by CEPH for inclusion in SPH accreditation.

14. Describe any cooperative arrangements with other institutions or organizations that will be important for the success of this program.

Not applicable.

FACULTY AND ORGANIZATION

15. Faculty and organization. Who will provide academic direction and oversight for the program? As an appendix, please indicate the faculty involved in the program. Include their titles, credentials, and courses they may teach for the program.

A. Academic Direction and Program Oversight

The DrPH program will be a School-wide program with the first concentration, Executive Leadership in Public Health, administered by the Department of Behavioral and Community Health. Resources for the program will be supported by both the School and the Department with start-up financial costs supported by the Provost.
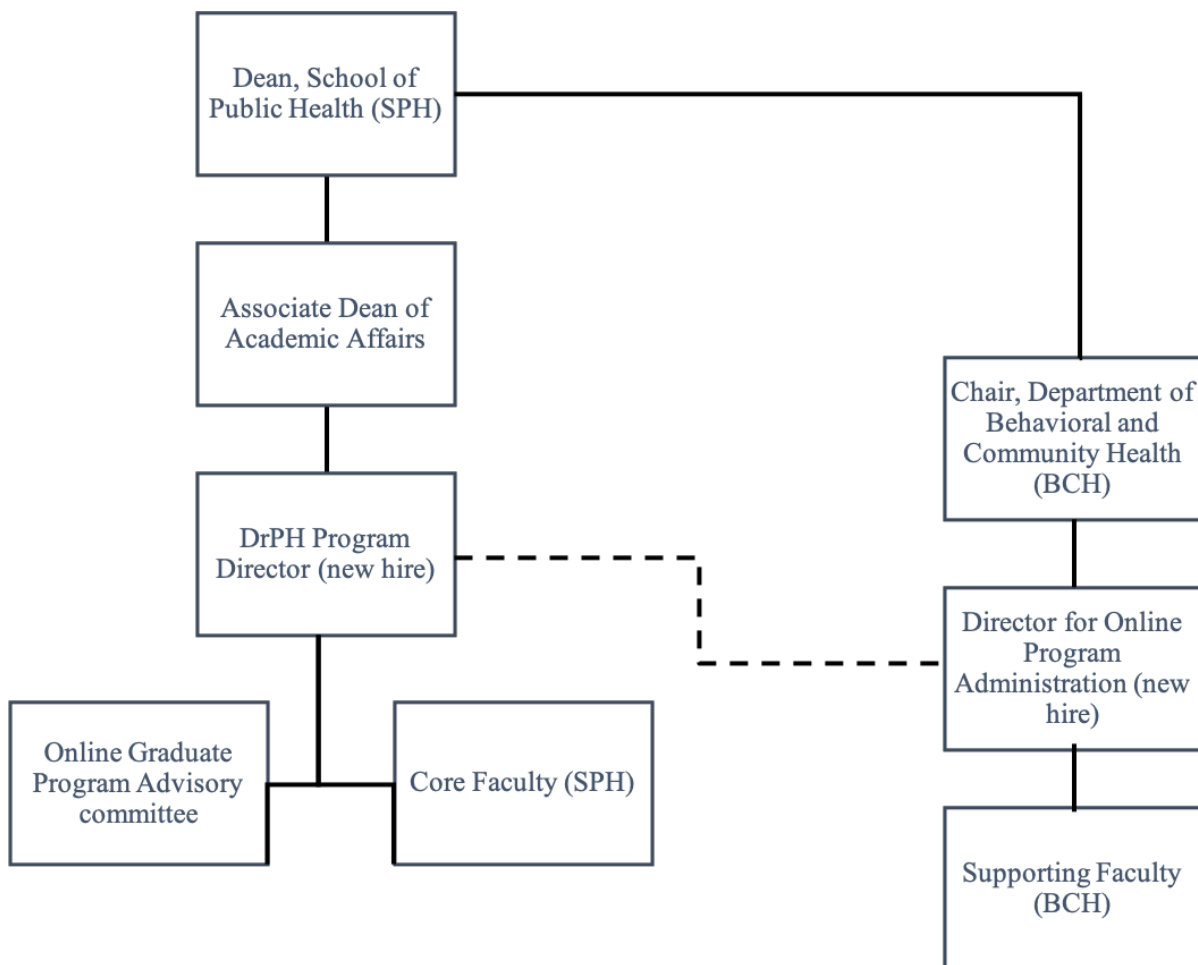
B. Faculty

Core Faculty and Advisory personnel drawn from multiple departments:
James Butler, DrPH Health Services Administration; Associate Professor, Full-Time. Associate Director, Maryland Center for Health Equity.
Craig Fryer, DrPH Sociomedical Sciences; Associate Professor, Full-Time. Associate Director, Maryland Center for Health Equity.
Robert Gold, DrPH Public Health Practice, PhD Health Education/Computer Science; Professor Full-Time. Director of Educational Innovation.
Xin He, PhD Statistics; Associate Professor, Full-Time.
Donna Howard, DrPH Behavioral Sciences and Health Education; Associate Professor, Full-Time.
Dylan Roby, PhD Public Policy; Associate Professor, Full-Time.

Additional Supporting Faculty for Executive Leadership in Public Health concentration:
Elizabeth Aparicio, PhD Social Work; Assistant Professor, Full-time.

Amelia Arria, PhD Epidemiology; Professor, Full-Time. Director, Center on Young Adult Health and Development and Director, Office of Planning and Evaluation.

Kenneth Beck, PhD Social Psychology; Professor, Full-Time. Associate Chair of Academics, Department of Behavioral and Community Health.

Bradley Boekeloo, PhD Health Policy and Management; Professor, Full-Time. Director, Preventive Research Center.

Barbara Curbow, PhD Social Psychology; Professor, Full-Time. Chair, Department of Behavioral and Community Health.

Sharon Desmond, PhD Health Education; Associate Professor, Full-Time. Community Engagement Committee Chair.

Robert Feldman, PhD Social Psychology; Professor, Full-Time. Director, Post-Doctoral Program of the Tobacco Center of Regulatory Science.

Kerry Green, PhD Health Policy and Management; Associate Professor, Full-Time.

Cheryl Knott, PhD Applied/Experimental Psychology; Professor, Full-Time. Director, CHAMP (Community Health Awareness, Messages, and Prevention) Lab and Co-Director, Center for Health Behavior Research.

RESOURCE NEEDS AND SOURCES

16. Each new program is required to have a library assessment in order to determine any new library resources that may be required. Please contact your departmental/programmatic library liaison or Daniel Mack at dmack@umd.edu, Associate Dean of Collections, to request a library assessment that will be added as an appendix.

Library assessment completed and attached to this application. Conclusion of assessment is UMD Libraries holdings are adequate to support the proposed new DrPH program in the School of Public Health, and current purchasing preferences and trends are especially beneficial for collaborative projects and programs. See Appendix D.

17. Discuss the adequacy of physical facilities, infrastructure, and instructional equipment.

Existing facilities, infrastructure, and equipment are adequate to support this program. Classroom space will be required for up to 2 weeks each summer and winter term but will not be required during the fall and spring semesters. New students will need email accounts, access to Canvas and the library systems but no new information systems infrastructure will be required. Otherwise, we expect little impact on existing facilities.

18. Discuss the instructional resources (faculty, staff, and teaching assistants) that will be needed to cover new courses or needed additional sections of existing courses to be taught. Indicate the source of resources for covering these costs.

Source of Resources: Tuition revenue will be used to cover all program expenses (salaries, benefits, program materials, and physical resources). All students will pay all associated mandatory fees and the graduate application fee. This self-support program will have no impact on the unit's traditional programs.

The proposed program will result in the addition of 4 new courses:
- SPHL 705 Transformational Leadership and Systems Thinking. 2 cr
- SPHL 706 Leadership in Crisis. 2 cr
- HLTH 720 Crisis Management and Risk Communication. 3 cr

- HLTH 709 Leadership Seminar. 1 cr

The DrPH program will be a School-wide program with the Executive Leadership in Public Health concentration administered by the Department of Behavioral and Community Health as depicted in question 15. Resources for the program will be supported by both the School and the Department. Our current faculty are in a position to add the above courses, off-load, to our existing schedule by minor shifting of some elective course offerings.

Initial capital for the program will be provided through reallocated funds at the University level to support hiring of professional track teaching and management personnel and operations costs. After three years, the program will be self-sustained through and entrepreneurial design. Attached budget document details resources and expenses predicted for the first 5 years of the program.

19. *Discuss the administrative and advising resources that will be needed for the program. Indicate the source of resources for covering these costs.*

Source of Resources: Tuition revenue will be used to cover all program expenses (salaries, benefits, program materials, and physical resources). All students will pay all associated mandatory fees and the graduate application fee. This self-support program will have no impact on the unit's traditional programs.

The DrPH program will be a School-wide program with the Executive Leadership in Public Health concentration administered by the Department of Behavioral and Community Health as depicted in question 15. Administrative resources for the program will be supported by both the School and the Department in part through hiring of professional track teaching and management personnel. Advising and concentration management will be the responsibility of the Department of Behavioral and Community Health.

Initial capital for the program will be provided through reallocated funds at the University level to support hiring of professional track teaching and management personnel and operations costs. After three years, the program will be self-sustained through and entrepreneurial design. Attached budget document details resources and expenses predicted for the first 5 years of the program.

20. *Use the Maryland Higher Education Commission (MHEC) commission financial tables to describe the program's financial plan for the next five years:*
    https://docs.google.com/spreadsheets/d/1V6iSZG05edMitWP6CAOXjCoGO58Gf6VXxPaacKfrhZ4/edit#gid=0.
    Add these tables as attachments. Use the space below for any additional comments on program funding.

Program Financial Five-Year Plan: see Appendix E.

Initial capital for the program will be provided through reallocated funds at the University level to support hiring of program personnel and operations costs. After two years, the program will be self-sustained through and entrepreneurial design. Attached budget document details resources and expenses predicted for the first 5 years of the program which depicts the following programmatic assumptions:

- Initial Investment $600,000 allocated evenly over the first three years
    - Supports course development provided in Year 0
    - Program management and teaching FTE
    - Administrative support 0.5 FTE

- At least 10 full-time students will be admitted in the first two years of the program and increase to 12 students in subsequent years.
- Half-time administrative support will be adequate to manage recruiting and enrollment efforts for the first year.
- Full-time professional track professors will be on 12 month contracts, teach at least 10 credit hours per year, and will support candidate development as advisors and committee chairs
- Program Director role will be a collateral duty for at least the first 5 years of the program
- BCH faculty are able to support the addition of 12 capstone defenses annually.
- Tuition of $1100 per credit will not be a barrier to enrollment/recruitment.

IMPLICATIONS FOR THE STATE (ADDITIONAL INFORMATION REQUIRED BY MHEC AND THE BOARD OF REGENTS)

21. *Explain how there is a compelling regional or statewide need for the program. Argument for need may be based on the need for the advancement of knowledge and/or societal needs, including the need for "expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education." Also, explain how need is consistent with the [Maryland State Plan for Postsecondary Education](http://mhec.maryland.gov/institutions_training/Documents/acadaff/acadproginstitapprovals/MHECStatePlan_2014.pdf).*
http://mhec.maryland.gov/institutions_training/Documents/acadaff/acadproginstitapprovals/MHECStatePlan_2014.pdf

The University sits at the nexus of public health employment in the US in all sectors – State, federal, private, and nonprofit. The vast majority, 79%, of all federal employees, including the more than 84,000 employed by Health and Human Services, reside in the National Capital Region (NCR). The NCR also has the highest percentage, 26%, of workers employed by nonprofit organizations of any region in the US with 68% of all nonprofit private sector employment falling in the health care and social assistance category. The third largest employment sector in Maryland in education and health services, which has shown consistent annual growth greater than 3% over the last 10 years, according to the Bureau of Labor and Statistics.

The Maryland State Plan for Postsecondary Education emphasizes 6 goals: quality and effectiveness; access, affordability and completion; diversity; innovation; economic growth and vitality; data use and distribution. A DrPH program at the University would directly address these goals. By focusing on application of research for the professional public health practitioner rising through the ranks, the University fulfills the evolving educational needs of the State, region, and Nation's students in a growing field with unmet post-secondary educational needs.

The proposed DrPH program is a hybrid-online program, optimizing access for public health professionals in the State and beyond by allowing full-time doctoral students to continue working and advancing their career while studying. Preliminary research shows the top 3 competitors with similar programs have much higher tuition rates without the benefit of NCR relationships the University holds or regional practicum opportunities.

22. *Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program. Possible sources of information include industry or disciplinary studies on job market, the USBLS [Occupational Outlook Handbook](https://www.bls.gov/ooh/) https://www.bls.gov/ooh/ , or Maryland state [Occupational and Industry Projections](http://www.dllr.state.md.us/lmi/iandoproj/) http://www.dllr.state.md.us/lmi/iandoproj/ over the next five years. Also, provide information on the existing supply of graduates in similar programs in the state (use MHEC's Office of Research and Policy Analysis [webpage](http://mhec.maryland.gov/publications/Pages/research/index.aspx) http://mhec.maryland.gov/publications/Pages/research/index.aspx for Annual Reports on Enrollment by*

Program) and discuss how future demand for graduates will exceed the existing supply. As part of this analysis, indicate the anticipated number of students your program will graduate per year at steady state.

USBLS identifies 26 of 818 jobs that are growing faster than average and will require Master's or higher at entry level; of those, 4 of 26 would be categorized as Public Health but not Healthcare/Medicine. This does not account for those positions that would require a doctoral degree for competitive promotion opportunities.

Government sector jobs are also growing at faster than average rate with the majority of employment opportunity in the NCR.

The six schools with accredited hybrid DrPH programs as well as those with in residence programs have seen a steady increase in applications and enrollments since ASPH published guidelines for DrPH curricula in 2009.

23. *Identify similar programs in the state. Discuss any differences between the proposed program and existing programs. Explain how your program will not result in an unreasonable duplication of an existing program (you can base this argument on program differences or market demand for graduates). The MHEC website can be used to find academic programs operating in the state:*
   http://mhec.maryland.gov/institutions_training/pages/HEPrograms.aspx.

Two other programs in the state offer DrPH degrees, but neither emphasize interdisciplinary public health leadership and strategy for combatting complex emerging and anticipated public health issues.
- The Bloomberg School of Public Health at Johns Hopkins University, a private institution, offers a DrPH in 4-6 years. The School requires a full year of coursework in a specialty track in addition to the core courses, and follows a more traditional qualifying exam and dissertation route akin to a PhD program.
- The School of Community Health and Policy at Morgan State University offers a generalized DrPH with advanced courses required in each of the five foundational public health domains, electives, three internships, and a dissertation. The program is taught entirely in person over the course of 4 years for full-time students. The program does not require a Master's degree for admission and does not have a leadership focus embedded within the curriculum. As an in-person program, tuition is offered at the in-state and out-of-state costs (currently $433 and $851 per graduate credit, respectively).

  The proposed program will be primarily taught online, with a concentration in Executive Leadership in Public Health. The expected student will be an experienced Public Health Practitioner with at least 5 years experience in roles of increasing responsibility and leadership, and will have already earned a Master's Degree. It is expected applicants to the proposed program will be working full time and will be able to complete all requirements of the DrPH within three years. One internship will be required and a Capstone project will be the culminating scholarship requirement as opposed to a dissertation. Because the proposed program will be limited in enrollment, need to account for instruction in an overload capacity, and will not differentiate between in-state and out-of-state students, tuition will be $1,100 per graduate credit.

24. *Discuss the possible impact on Historically Black Institutions (HBIs) in the state. Will the program affect any existing programs at Maryland HBIs? Will the program impact the uniqueness or identity of a Maryland HBI?*

Morgan State University offers a DrPH through their School of Community Health and Policy. According to their website, "The Public Health Program offers The Doctor of Public Health (DrPH) generalist specialization which provides its students with research, policy making, program planning, and cultural skills. Graduates are competent

in the development and implementation of health promotion and disease prevention programs which support behavior change at the community, family, and individual levels."

The University of Maryland, College Park School of Public Health (SPH) proposes to offer a DrPH that de-emphasizes the specialization in the coursework and focuses instead on leadership, analytical skills and communication, policy, management, ethics, program design and evaluation. Our students will be able to target specific areas of public health through their practicum and capstone. Additionally, admissions requirements at SPH include having previously earned a MPH, at least 5 years as a public health practitioner with a resume showing increasing responsibility and leadership positions. It is expected applicants to the proposed program will be working full time and will be able to complete all requirements of the DrPH within three years. Those interested in a DrPH earlier in their career would be able to matriculate to MSU to advance their knowledge in the five domains of public health plus a chosen specialization based on electives offered at MSU. The SPH proposed program will be primarily taught online, with a concentration in Executive Leadership in Public Health.

The exiting MSU and proposed SPH programs are designed to support students with very different characteristics, interests, and required career entry points. Finally, the MSU program is not offered online.

25. *For new Post-Baccalaureate Certificates derived from existing master's programs only, include the complete curriculum of the existing master's program.*

Not applicable.

APPENDIX A: COURSE CATALOG INFORMATION

<u>Summer I</u>
Introduction to Successful Online Learning: This course will include an introduction to the UMD School of Public Health, faculty expectations for this online DrPH and students will receive tips to help them be more successful online learners. [no credits]

HLTH 609 Journal Club – Foundations of Leadership: This journal club will encourage students to explore leadership types, recognize their leadership style and discuss current and past public health leaders. [1cr]

<u>Fall I</u>
EPIB 651 Applied Regression Analysis: An introduction to important statistical methods used in public health research, including nonparametric hypothesis testing, ANOVA, simple and multiple linear regression, logistic regression, and categorical data analysis. [3cr] Prerequisite: graduate level introduction to Biostatistics course with minimum grade of B-

SPHL 705 Transformational Leadership and Systems Thinking: Transformational leadership is the term often used to describe a leadership style where an individual works with others to identify needed change, create a vision to guide the change, and then execute the change in partnership with a team of committed members. This course will explore this leadership style and will introduce the importance of systems thinking; a critical skill necessary to build programs and policies that are aware of and prepared for unintended consequences. [2cr]

<u>Winter I</u>
HLTH 709 Leadership Seminar: Designing the DrPH Capstone: This seminar will provide an opportunity for students to work with UMD faculty to organize their capstone outline. [1cr]

HLTH 709 Leadership Seminar: Grant and Scholarly Writing: This seminar provides practical examples and exercises to enable students to become more effective writers. Topics include: principles of good writing, the format of a peer-reviewed manuscript, grant writing, and ethical issues in scientific publications. [1cr]

<u>Spring I</u>
HLTH 720 Crisis Management and Risk Communication: This course will draw from lessons learned during recent and past public health emergencies and consider research in the field of crisis management and risk communication. The course will include a focus on vulnerable populations and the use of technology and social media for disaster preparedness. [3cr]

HLTH 711 Advanced Research Methods in Health: This course will explore quantitative techniques, advanced research methods and design issues. [3cr]

<u>Summer II</u>
HLSA 723 Health Policy Analysis and Advocacy: Examination of the politics of the health policy process, including the effects of American political structure and institutions; economic and social factors; interest groups, classes, and social movements; media and public opinion, and other factors. The emphasis is both on understanding how public policy is made as well as how to influence the process. Students will learn about (1) how health policy is developed, adopted, and implemented, (2) the political, institutional, economic, social, and other factors that influence and shape the process, and (3) the basic approaches and tools of strategic advocacy. [3cr] Prerequisite: graduate level introduction to health policy

HLTH 709 Leadership Seminar - Strategic Planning for Public Health (a hybrid course): This course will begin in-person but will continue online as students end the course with a proposal to conduct a strategic plan to address a critical public health or leadership related issue within their own organization or affiliate institution. [1cr]

Fall II
HLTH 625 Community Assessment Through Qualitative Methods: This course covers major paradigms in qualitative inquiry, an overview of the process of qualitative research, and an introduction to several qualitative research methods, including grounded theory, ethnography, phenomenology, and content analysis. Students will collect, transcribe, analyze, and present qualitative data using interview and analytic techniques. [3cr]

Winter II
HLTH 609 Journal Club – Understanding the Role of Technology in Public Health Practice and Communication: This journal club will encourage students to explore understand the basic tools and building blocks of health informatics and how it is applied to public health practice. [1cr]

SPHL 706 Leadership in Crisis: This course on leadership will focus on the development of a case study examining a critical public health challenge and approaches by leaders to address the challenge. [2cr]

Spring II
HLTH 790 Leadership in Action: Under the mentorship of their faculty advisor, students will create a strategic plan to address a public health challenge facing their organization or a partnering organization. [3cr]

HLTH 609 Journal Club – Big Data and Predictive Analytics: This journal club will explore how big data is organized, analyzed, and interpreted. The discussion will include insights to real-world public health problems and future questions. [1cr]

HLTH 709 Leadership Seminar – Evidence-based Practice/Practice-Based Evidence: The goal of practice-based research is to move the knowledge derived from research to creation, through dissemination, and to application to assure the translation and uptake of relevant science into evidence based best practices (Source: ASPPH). This journal club will discuss the opportunities and challenges of this strategy for public health. [1cr]

Summer III
HLTH 829 Doctoral Capstone Hours: Students develop, implement, and finalize capstone work and set a date for their defense with committee members. [3cr] A minimum of 12 HLTH 829 credits are required to complete the program. Capstone defenses will be conducted in-person

Fall III
HLTH 829 Doctoral Capstone Hours: Students work on all components of capstone. [3cr] A minimum of 12 HLTH 829 credits are required to complete the program. Capstone defenses will be conducted in-person

Winter III
HLTH 829 Doctoral Capstone Hours: Students work on all components of capstone. [3cr] A minimum of 12 HLTH 829 credits are required to complete the program. Capstone defenses will be conducted in-person

Spring III
HLTH 829 Doctoral Capstone Hours: Students work on all components of capstone. [3cr] A minimum of 12 HLTH 829 credits are required to complete the program. Capstone defenses will be conducted in-person

APPENDIX B ONLINE PROGRAM OFFERING SUPPLEMENTAL INFORMATION

1. Discuss the role of faculty in the development, oversight, and teaching of this online program. Note that MHEC 13B.02.03.11(F) requires that "at least 50 percent of the total semester credit hours within the proposed program shall be taught by full-time faculty."

All faculty must be full or adjunct members of the Graduate Faculty and approved by the Dean of the Graduate School to teach. A full time professional track faculty member will be hired at program approval. The program's core courses will all be led by full time tenure-track or professional track faculty, as will the professional and capstone requirements. More than 50% of the total credits will be covered by these full time faculty as listed below:

Core Faculty and Advisory personnel drawn from multiple departments:
James Butler, DrPH Health Services Administration; Associate Professor, Full-Time.
Craig Fryer, DrPH Sociomedical Sciences; Associate Professor, Full-Time.
Robert Gold, DrPH Public Health Practice, PhD Health Education/Computer Science; Professor Full-Time.
Kerry Green, PhD Health Policy and Management; Associate Professor, Full-Time.
Xin He, PhD Statistics; Associate Professor, Full-Time.
Donna Howard, DrPH Behavioral Sciences and Health Education; Associate Professor, Full-Time.
Dylan Roby, PhD Public Policy; Associate Professor, Full-Time.

Additional Supporting Faculty for Executive Leadership in Public Health concentration:
Elizabeth Aparicio, PhD Social Work; Assistant Professor, Full-time.
Amelia Arria, PhD Epidemiology; Professor, Full-Time. Director, Center on Young Adult Health and Development.
Kenneth Beck, PhD Social Psychology; Professor, Full-Time. Associate Chair of Academics, Department of Behavioral and Community Health.
Bradley Boekeloo, PhD Health Policy and Management; Professor, Full-Time. Director, Preventive Research Center.
Barbara Curbow, PhD Social Psychology; Professor and Chair, Full-Time.
Sharon Desmond, PhD Health Education; Associate Professor, Full-Time. Community Engagement Committee Chair.
Robert Feldman, PhD Social Psychology; Professor, Full-Time. Director, Post-Doctoral Program of the Tobacco Center of Regulatory Science.
Cheryl Holt, PhD Applied/Experimental Psychology; Professor, Full-Time. Director, Community Health Awareness, Messages, and Prevention.
Full time professional faculty member TBN

2. Discuss the resources available for training and supporting faculty in regard to course development and instructional technology. Indicate any other unit or vendor that will be used to administer or deliver the program.

The University of Maryland's Division of Information Technology (DIT) offers a rich array of services to support online instruction. Learning Technology Design Services (consultation, training, and online course development support) is provided by the ATI Learning Technology Design Team. The team provides expert support in the instructional technology tools and pedagogical strategies that foster online learning and teaching at the university. The team offers documentation, customized workshops, templates, and learning modules. A complete overview of services may accessed via: https://umd.service now.com/itsc?id=service&service=bc40857f3708c20041271f9543990ece&t=so. In addition, the university's Teaching and Learning Transformation Center (TLTC) offers faculty professional development activities that help

advance teaching, collect evidence of effectiveness, and leverage innovative, evidence-based approaches for online instruction. A complete overview of such services, including training and individualized consultations, may be accessed via https://tltc.umd.edu/.

3. Discuss how courses will be taught using online technologies. Will courses be synchronous, asynchronous, or a combination of both? What technologies will be used to present material and evaluate the quality and authenticity of student work?

The University of Maryland's learning management system is called ELMS and is hosted in Canvas by Instructure. ELMS supports online instruction and learning and provides access to static course content (e.g., syllabi, schedules, announcements, and lecture notes), as well as access to interactive tools (e.g., discussion groups, live chats, and online assessments) for face-to-face, blended, or online programs. Course offerings will be asynchronous. Student quality and authenticity of work will be evaluated in ELMS/Canvas through the Turnitin "Originality Checker" tool. Students will also be required to read and confirm the UMD honor pledge in online courses. Furthermore, students will complete ongoing advising to discuss progress and identify strategies to improve quality of work and performance in the program. Kaltura media hosting, Panopto lecture capture, and WebEx technology will be used to present material online. A complete list of teaching technologies may be accessed at https://umd.servicenow.com/itsc?id=sc_category&sys_id=327500fc6f16e20051281ecbbb3ee447&t=so&filter=stafffaculty

4. Discuss how students will have reasonable and adequate access to the range of student support services (library materials, teacher interaction, advising, counseling, accessibility, disability support, and financial aid) needed to support their learning activities.

As officially admitted to UMD, students in this program obtain a UID, a directory ID, and other authentication devices. Once a student activates the authentication information, s/he will have access to all University resources that are accessible in the online environment. Students are assessed the online student services fee which supports access to University online resources. Students access online course work through ELMS which supports online instruction and learning and provides access to static course content (e.g., syllabi, schedules, announcements, and lecture notes), as well as access to interactive tools (e.g., discussion groups, live chats, and online assessments). DIT offers a plethora of services specifically for students which may be accessed in the online environment with the student authentication. See https://umd.servicenow.com/itsc?id=sc_home&filter=student.

UMD Libraries extends a number of online resources and services through its website: www.lib.umd.edu/UMCP. Per the university's Accessibility Guidelines and state and federal government regulations, instructors have an obligation to ensure that their web-based courses and materials are accessible to all students. The Division of Information Technology works with instructors to ensure that online course content is accessible to all students. The academic unit provides academic oversight and advising to both incoming and admitted students. Advising is provided face to face, online, or via phone to accommodate all students. Graduate students who are eligible for a range of financial resources to fund their studies including loans (federal and private), scholarships, grants, or institutional aid work directly with the Office of Student Financial Aid.

5. Discuss how the program will provide students with clear, complete, and timely information on the curriculum, technological competence and equipment needed for the program, admissions criteria, financial aid resources, and cost and payment policies.

The Office of Extended Studies (OES) will provide overall administrative support for the program. As part of this support, OES hosts the program's website that provides complete information, including admissions criteria, plan of study, registration information, financial aid resources, and information on tuition, fees, and payment policies. In addition, each admitted student is contacted each term, via the email of record, with timely information regarding upcoming registration, payment requirements, and graduation information.

6. Intellectual Property Rights: The proposal must clearly delineate ownership and usage rights for materials that may be developed for courses in the program.

Intellectual property rights for both the program and online courses will align with IV-3.20(A) UNIVERSITY OF MARYLAND INTELLECTUAL PROPERTY POLICY (Approved by the President April 21, 2017, Approved by the Chancellor January 10, 2018, effective January 10, 2018) On-line at https://www.president.umd.edu/administration/policies/section-iv-research/iv-320a.

Competency	Course Appropriate	Specific Requirements
Profession & Science of Public Health.		
Explain public health history, philosophy and values.	Covered by Admission Requirements – Current MPH and 3 – 5 years professional experience	
Identify the core functions of public health and the 10 Essential Services11.		
Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health.		
List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program.		
Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc..		
Explain the critical importance of evidence in advancing public health knowledge.		
Factors Related to Human Health.		
Explain effects of environmental factors on a population's health.	Covered by Admission Requirements – Current MPH and 3 – 5 years professional experience	
Explain biological and genetic factors that affect a population's health.		
Explain behavioral and psychological factors that affect a population's health.		
Explain the social, political and economic determinants of health and how they contribute to population health and health inequities.		
Explain how globalization affects global burdens of disease.		
Explain an ecological perspective on the connections among human health, animal health and ecosystem health (eg, One Health).		
Data & Analysis.		
Explain qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community and population) levels.	HLTH 711 Advanced Research Methods in Health HLTH 625 Community Assessment Through Qualitative Methods	Examinations Class projects

Competency	Course Appropriate	Specific Requirements
Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue.	HLTH 711 Advanced Research Methods in Health HLTH 625 Community Assessment Through Qualitative Methods	Examinations Written proposal
Explain the use and limitations of surveillance systems and national surveys in assessing, monitoring and evaluating policies and programs and to address a population's health.	EPIB 651 Applied Regression Analysis	Examinations
Leadership, Management & Governance.		
Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders and other partners.	HLTH 709 Leadership Seminar - Grant and Scholarly Writing HLTH 609 Journal Club - Research in Leadership	Course project
Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies.	HLTH 720 Crisis Management and Risk Communication: SPHL 706 Leadership in Crisis	Course assignments Case study project
Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems.	HLTH 609 Journal Club - Foundations of Leadership HLSA 723 Health Policy Analysis and Advocacy HLTH 829 Doctoral Capstone	Course examinations Capstone
Create a strategic plan.		
Facilitate shared decision making through negotiation and consensus-building methods. Create organizational change strategies. Propose strategies to promote inclusion and equity within public health programs, policies and systems. Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency.	HLTH 709 Strategic Planning in Public Health HLTH 790 Leadership in Action Field Experience	Required readings and examinations Completion of individual strategic plan for a community stakeholder

Competency	Course Appropriate	Specific Requirements
Propose human, fiscal and other resources to achieve a strategic goal.		
Cultivate new resources and revenue streams to achieve a strategic goal.		
Policy & Programs.		
Design a system-level intervention to address a public health issue.	HLTH 829 Doctoral Capstone	Capstone
Integrate knowledge of cultural values and practices in the design of public health policies and programs.	SPHL 705 Transformational Leadership and Systems Thinking HLTH 790 Leadership in Action Field Experience	Examinations Course projects
Integrate scientific information, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in policy development and analysis.	HLSA 723 Health Policy Analysis and Advocacy SPHL 706 Leadership in Crisis	Required readings and examinations
Propose interprofessional team approaches to improving public health.	SPHL 705 Transformational Leadership and Systems Thinking	Required readings and examinations
Education & Workforce Development.		
Assess an audience's knowledge and learning needs.	HLTH 790 Leadership in Action Field Experience	Required readings and examinations Course assignments
Deliver training or educational experiences that promote learning in academic, organizational or community settings.	HLTH 790 Leadership in Action Field Experience	Required readings and examinations Course assignments
Use best practice modalities in pedagogical practices.	SPHL 705 Transformational Leadership and Systems Thinking	Required readings and examinations

APPENDIX D: LIBRARY ASSESSMENT

See attached.

APPENDIX E: FIVE-YEAR BUDGET

See attached.

DATE: August 30, 2018

TO: Dr. Boris Lushniak, Dean, School of Public Health

CC: Daniel Mack, Associate Dean, Collection Strategies & Services, University of Maryland Libraries
                  Margaret Saponaro, Head, Collection Development, University of Maryland Libraries

FROM: Nedelina Tchangalova, Public Health Librarian

RE: Library Resources to Support New Instructional Program – Doctor of Public Health (DrPH)

The University of Maryland (UMD) Libraries' mission is "to enable the intellectual inquiry and learning required to meet the education, research and community outreach mission of the University." Currently they support undergraduate and graduate students in a variety of face-to-face, online and distance learning programs, as well faculty working collaboratively with internal and external partners. The UMD Libraries' collections will adequately support the instruction and research needs of the newly proposed program of Doctor of Public Health.

As a school with strong ties with other departments/schools on and off campus, the UMD School of Public Health is confident that library resources are readily available and accessible. Ease of access and flexible availability of library materials is paramount, and researchers, as well students expect this flexibility to be coupled with high academic quality and integrity. The current purchasing practices and available collections at the UMD Libraries will ensure that these two goals can be met, both now and for the life of the school.

In addition, UMD Libraries have developed partnerships and collaborations with state, regional and national institutions and consortiums in order to enhance access to library collections and provide necessary materials for teaching and research. The membership in the Big Ten Academic Alliance (BTAA)[1] and Chesapeake Information and Research Library Alliance (CIRLA)[2] allows patrons to obtain print materials from other participating libraries through interlibrary loan services. For digital content, UMD Libraries offer access through its collaborations with B10AA, HathiTrust[3], and University System of Maryland and Affiliated Institutions (USMAI)[4]. Thus, the broader medical and public health journals not held by UMD Libraries, are available through these memberships. Moreover, UMD Libraries' existing public health collections of monographs, journals and databases will continue to support the research and teaching needs of the School of Public Health.

Public Health Science Library Collections

McKeldin Library supports the undergraduate and graduate students in SPH, housing the majority of the monographs and serials pertaining to public health in general. A significant portion of these collections are electronically accessible, both on and off campus, and therefore are not location dependent.

1. **Monographs**

The Libraries' current collection of books related to public health is sufficient to meet the needs of the school. The ongoing acquisition of scholarly books is expected to be adequately covered through existing acquisition practices and budgeting. As a land grant institution, the University of Maryland already has a tradition of

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[1] Big Ten Academic Alliance (B10AA) - https://www.btaa.org/library/libraries
[2] Chesapeake Information and Research Library Alliance (CIRLA) - http://www.cirla.org/
[3] HathiTrust - http://www.hathitrust.org/
[4] University System of Maryland and Affiliated Institutions (USMAI) - http://usmai.umd.edu/

emphasizing public health, including environmental health, occupational health, global health, epidemiology, environmental justice, health policy, as well as social, political, and ethical issues in public health, and current collection development practices in the Libraries already support these topics.

At this time, UMD Libraries have access to several multidisciplinary ebook collections related to human and environmental health, and health policy and law (*Credo Reference*, *ebrary*, *EBSCO ebook collection*, *Gale Virtual Reference Library, Springer, World Scientific eBooks* and more). Due to the UMD Libraries' purchasing preference for electronic materials, especially prevalent across the STEM fields, the number of electronic book collections is expected to continue to increase significantly in the coming years.

2. **Electronic Resources: Journals and Databases**

The Libraries' current list of subscriptions includes both core and related journals that support research and teaching in public health, and policy.

A search was performed in *Journal Citation Reports 2017* (JCR), a database that uses citation data to rank and determine the impact factor of journals in an academic field. To support the existing courses, at the present time the Libraries provide access to all of the top ten ranked journals from the JCR categories of *Environmental Sciences*; *Public, Environment & Occupational Health;* and *Health Policy & Services*.

While other aspects of public and environmental health, and policy do not fall as neatly into a JCR-specified category, the UMD Libraries provide access to numerous highly ranked journals from cross-sections of the JCR categories of Agricultural Economics & Policy, Behavioral Sciences, Family Studies, Law, Political Science, Public Administration, as well as the majority of top ten ranked journals from all engineering disciplines.

Relevant top-ranked titles include:

- *Annual Review of Public Health*
- *Energy & Environmental Science*
- *Epidemiologic Reviews*
- *Epidemiology*
- *Frontiers in Ecology and the Environment*
- *Health Affairs*
- *Journal of Health Economics*
- *Lancet Global Health*
- *Milbank quarterly*
- *Value in Health*

In addition to journal subscriptions, the UMD Libraries subscribe to the following significant databases that will support the school by providing access to the previously mentioned journals as well as other relevant resources:

- *Academic Search Ultimate (EBSCO)*
- *Congressional Publications (ProQuest)*
- *CINAHL (EBSCO)*
- *Environmental Science Collection (ProQuest)*
- *Environment & Energy Daily*
- *Health Reference Policy Center (EBSCO)*
- *Public Health (ProQuest)*
- *PubMed*
- *ScienceDirect*
- *TOXLINE*
- *Web of Science*

At this time, the UMD Libraries' purchasing preference is for electronic materials (i.e. those that can be accessed online), a trend that will serve to enhance research and teaching experience. This is especially relevant to the

collaboration initiatives, where online flexibility is presented with no reduction in educational and research quality. The UMD Libraries purchasing and access priorities are in line with this goal.

Interlibrary Loan & Scan and Deliver Services

Through the UMD Libraries' membership in the Big Ten Academic Alliance (BTAA), our faculty and students are able to take advantage of a number of new materials access options. The Libraries' participation in the *UBorrow*[5] program allows rapid access to the collections of other Big Ten member libraries.

When resources are not part of our holdings within the sixteen University System of Maryland and Affiliated Institutions (USMAI) libraries, the *Interlibrary Loan* unit can obtain materials from other libraries at no charge to the student or faculty. Most recent journal articles can be provided through electronic delivery, allowing students and faculty to make the most flexible use of their time.

Additionally, through the auspices of the Interlibrary Loan unit, students and faculty can make use of *Scan & Deliver* service, an electronic document delivery service for in-house materials. *Scan & Deliver* allows students and faculty to place requests for book chapters and journal and/or conference papers that are available in print in the Libraries, and have them scanned and delivered electronically within three business days. This service is also free of charge.

Conclusions

At the present time, UMD Libraries holdings are adequate to support the proposed new DrPH program in the School of Public Health, and current purchasing preferences and trends are especially beneficial for collaborative projects and programs. While it is anticipated that this will continue, the Libraries collections are vulnerable to budget and market fluctuations. Journal collections and other continuing resources remain particularly vulnerable. The level of future support is thus dependent upon ongoing funding and other circumstances affecting continuing subscriptions.

Statement from Associate Dean, Collection Strategies and Services

Nedelina Tchangalova, Public Health Librarian, has prepared this report according to standard practices for collection assessment in research libraries. I have reviewed Ms. Tchangalova's report and I concur with her findings.

Daniel C. Mack

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[5] UBorrow service - http://www.btaa.org/library/reciprocal-borrowing/uborrow

**Budget represents worst case estimated expenses; as a result anticipated profits are minimized

PCC Budget						
DrPH						
[This program is self-support. Instructors may not teach on-load.]						
Estimated Program Revenue & Support	Planning	Year 1	Year 2	Year 3	Year 4	Year 5
I. Total Tuition Revenue	$0	$154,000	$381,150	$567,567	$644,334	$705,966
A. Total number of students (by enrollment year)		10	20	32	34	36
1. Enrollment Year 1		10	10	12	12	12
2. Enrollment Year 2			10	10	12	12
3. Enrollment Year 3				10	10	12
B. Total Credits (based on fulltime enrollment)		14	33	44	44	44
1. Credits Year 1		14	14	14	14	14
2. Credits Year 2			19	19	19	19
3. Credits Year 3				11	11	11
C. Tuition Per Credit Rate; Assumes 5% increase		$1,100	1,155	1,213	1,273	1,337
II. Other Support	$200,000	$200,000	$200,000	$0	$0	$0
A. Dean Support						
B. Department Support						
C. Other program support (grant/vendor) - Provost's Office	200,000	200,000	200000			
Total Estimated Program Revenue & Support	**$200,000**	**$354,000**	**$581,150**	**$567,567**	**$644,334**	**$705,966**

Estimated Program Expenses	Planning	Year 1	Year 2	Year 3	Year 4	Year 5
I.Total Instructional and Academic Administration	$0	$271,852	$483,216	$497,224	$511,642	$526,483
A. Adjunct/Overload Instructional Totals	$0	$19,152	$48,838	$49,814	$50,811	$51,827
1. Instructor Totals	$0	$14,400	$36,720	$37,454	$38,203	$38,968
a. Instructor salary at per credit rate (assumes 2% increase)		2,400	2,448	2,497	2,547	2,598
b. Total Per Credit Instruction		6	15	15	15	15
(1). # of Instructor Credits Year 1		6	6	6	6	6
(2). # of Instructor Credits Year 2			9	9	9	9
(3). # of Instructor Credits Year 3						
2. Benefits: Total (33%)		4,752	12,118	12,360	12,607	12,859
B. Academic Administration Totals / Contract teaching	$0	$252,700	$434,378	$447,409	$460,832	$474,657
1. Total Academic Admin Salary (assumes 3% increase)		190,000	326,600	336,398	346,490	356,885
a. Academic Administrator (half time year 1)		30,000	61,800	63,654	65,564	67,531
b. Program Director		160,000	164,800	169,744	174,836	180,081
c. Associate Program Director		0	100,000	103,000	106,090	109,273
2. Benefits: Total (33%)		62,700	107,778	111,011	114,342	117,772
II. Materials & Supplies	$0	$300	$1,500	$17,400	$17,550	$20,700
A. Cost per course (estimated)		$5	$5	$5	$5	$5
B. Total number of courses		6	15	15	15	15
C. Total number of students		10	20	32	34	36
D. Dissertation advisor/chair stipend		0	0	15,000	15,000	18,000
III. Marketing	$0	$25,000	$22,000	$21,000	$21,000	$21,000
A. Marketing		20,000	20,000	20,000	20,000	20,000
B. Website (on SPH hosted department website)		5,000	2,000	1,000	1,000	1,000
IV. Equipment	$0	$20,000	$20,000	$10,000	$10,000	$10,000
A. Computer-related (laptops, tablets)		15,000	15,000	5,000	5,000	5,000
B. Other Devices (printer, scanner, etc)		5,000	5,000	5,000	5,000	5,000
V. Library	$0	$5,000	$5,000	$5,000	$5,000	$5,000
A. Library		5,000	5,000	5,000	5,000	5,000
VI. Other Operational Expenses	$0	$25,000	$25,000	$25,000	$25,000	$25,000
A. Travel (for recruitment)		1,000	1,000	1,000	1,000	1,000
B. Other		24,000	24,000	24,000	24,000	24,000
VII. Courses: Development & Design	$60,000	$0	$0	$0	$0	$0
A1. Per course instructor stipend	5,000					
A2. Ttl # of new/revised/updated courses	12					
Total Estimated Program Expenses	$60,000	$347,152	$556,716	$575,624	$590,192	$608,183
Total Estimated Program Revenue & Support	$200,000	$354,000	$581,150	$567,567	$644,334	$705,966
Total Estimated Program Expenses	$60,000	$347,152	$556,716	$575,624	$590,192	$608,183
Estimated Net Revenue	$140,000	$6,848	$24,434	-$8,057	$54,142	$97,783

Assumptions						
#' of semesters/credits per year	Summer	Fall	Winter	Spring	TTL	
Year 1 (full-time)	1	5	2	6	14	
Year 2 (full-time)	4	6	3	5	18	
Year 3 (full-time)	3	3	3	3	12	
				TTL	44	
Instructors /Courses	Summer	Fall	Winter	Spring	TTL	
Year 1	1	2	1	2	6	
Year 2	2	2	1	1	6	
Year 3	1	1	1	1	4	
TTL	4	5	3	4	16	

Overall Program With OES 10% Admin Fee	Planning	Year 1	Year 2	Year 3	Year 4	Year 5
Total Estimated Program Revenue	$200,000	$354,000	$581,150	$567,567	$644,334	$705,966
Total Estimated Program Expenses	$60,000	$347,152	$556,716	$575,624	$590,192	$608,183
OES Administrative Fee (10% Program Revenue)	$0	$15,400	$38,115	$56,757	$64,433	$70,597
Estimated Annual Net Revenue	$140,000	($8,552)	($13,681)	($64,813)	($10,292)	$27,186
Estimated Cumulative Revenue	$140,000	$131,448	$117,767	$52,954	$42,662	$69,848

ADDENDUM TO UNIVERSITY OF MARYLAND PCC PROPOSED PROGRAM

Program: Proposed DrPH
Department: Behavioral and Community Health
School: School of Public Health
Addendum Number: 1
Addendum Date: April 29, 2019
Point of Contact: Dr. Robert Gold

1.0 PURPOSE OF THIS ADDENDUM
The School of Public Health is issuing this Addendum to respond to questions received during the Graduate School review.

2.0 CLARIFICATION OF ADMISSIONS CRITERIA
The requirement for practical experience was listed in Appendix C but not clearly delineated in Item 4 of the main body of the proposal. The below updates and corrects Item 4 to explicitly require practical experience before applying to the proposed DrPH program.

Admission is for the Fall semester. Applicants must meet the following minimum admission criteria as established by the Graduate School:
- Applicants must have earned a four-year baccalaureate degree from a regionally accredited U.S. institution, or an equivalent degree from a non-U.S. institution.
- Applicants must have earned a 3.0 GPA (on a 4.0 scale) in all prior undergraduate and graduate coursework.
- Applicants must provide an official copy of a transcript for all of their post-secondary work.
- International applicants must fulfill all requirements relating to international academic credentials, evidence of English proficiency, financial certification, and visa documentation.

Applicants must fulfill the School of Public Health's admission requirements:
- Applicants must have MPH / MHA or equivalent.
- Applicants must have a minimum of 3 years experience in public health practice.
- Applicants must first apply through SOPHAS (Schools of Public Health Application Service) website, www.sophas.org, and include the following information with the completed SOPHAS application:
  - Official transcripts for all post-secondary work
  - Three letters of recommendations that address the applicant's academic capabilities and probability of success in a doctoral program.
  - Statement of Goals and Interests.
- Following the submission of the SOPHAS application, applicants are notified that they are required to submit a supplemental application to The Graduate School, University of Maryland. Applicants are required to also submit:
  - An official copy of transcripts for all post-secondary work.
  - A resume or CV detailing a minimum of 3 years of increasing levels of leadership or responsibility in a public health environment
  - GRE scores, as required by the Department administering the concentration. For this concentration the GRE's are not required.

3.0 CLARIFICATION OF CULMINATING EXPERIENCE REQUIREMENTS AND EXPECTATIONS

As the first new professional doctoral program being presented to the Graduate School after review of the Professional Doctorate Task Force's recommendations for Capstones, the Graduate School suggested more detail on the expectations for the DrPH culminating experience.

The culminating experience for the proposed DrPH consists of CEPH required applied practice experience, SPH mid-program evaluation for advancement to candidacy, and a Capstone experience.

Applied Practice Experience

HLTH 790 Leadership in Action: Regardless of the amount or level of prior experience, all DrPH students engage in one or more applied practice experiences to develop advanced practice and leadership skills. As part of this experience, students are responsible for completion of at least one project to address a public health leadership challenge facing their organization or a partnering organization. The work product may be a single project or a set of related projects that demonstrate a depth of competence and must contain a reflective component that includes the student's expression of personal and/or professional reactions to the applied practice experience. This may take the form of a journal or other written product or another deliverable as appropriate for the program. The applied practice experience may be completed within a student's own work setting but the project must be beyond the student's regular responsibilities. [3cr]

Under the mentorship of their faculty advisor, the practicum requires the student to establish learning objectives that involve at least three of the program competencies, and result in a deliverable that both demonstrates attainment of program competencies and is meaningful for the organization to advance public health practice.

The practicum, learning objectives, and deliverables must be approved in advance by the student's advisor and the program director. The practicum deliverable must incorporate a reflective component, which describes the student's personal or professional reactions to their applied experience and that will be included in the portfolio used in the mid-program review for advancement to candidacy.

Mid-Program Evaluation

Consistent with accredited and competitive DrPH programs at other schools, the non-traditional approach to qualifying exams will include two components: 1) The independent development of the Capstone proposal; and 2) The review of an up to date, compiled, and refined portfolio exhibiting systematic reflection, critical thinking, synthesis, and discovery.

Each required course will include a portfolio piece. The final portfolio should include these assignments, edited based on professor feedback. This process is more applicable to a distance-learning degree focused on competencies of public health leaders and practitioners. It is unconventional but no less rigorous if developed and instituted with high standards from the outset. Some example portfolio pieces:

- Capstone Proposal
- Applied Practice Experience Reflection Paper
- Leadership in Crisis Case study
- Sample Grant application
- Presentation of collected qualitative data and proposed follow-on research
- Crisis communications plan
- Development of personal/professional profile
- Inclusion of artifacts pertaining to data collection and analysis, communication, systems thinking, leadership, critical thinking, and problem solving

- Other demonstration of students' broad public health knowledge, specialized knowledge, translation of this knowledge into evidence-based public health practice, and leadership style

Capstone: Integrative Learning Experience

HLTH 829 Doctoral Capstone: Students develop, implement, and finalize capstone work and set a date for their defense with committee members. [12cr]

In maintaining the key differentiators between a DrPh and PhD in Public Health, the culminating Capstone should be project based. The candidate should complete a field-based doctoral project that is designed to influence programs, policies, or systems applicable to public health practice. This can be an extension of the student's applied learning experience (HLTH 790). The doctoral project should demonstrate synthesis of all competencies in the DrPH. It will include both a written deliverable and an oral defense.

Based on the candidate's long-term goals, the Capstone project format should be flexible without reducing expectation of rigor. The Capstone project should demonstrate the application of doctoral level research skills to a problem or issue of significance to public health leadership.

Thus, an acceptable DrPH Capstone project written deliverable may include, but is not limited to:
- A carefully designed plan, developed with stakeholder input, intended to address a complex public health problem of strategic importance to public health; it should include identification of long-term aims and interests associated with the selected public health issue and the means of achieving them
- Combining translational research with an understanding of the role of leadership in creating an implementation plan to improve the public's health; it should use an explicit methodology and study design that is clearly specified and specifically designed to address the problem selected
- Advancing or contributing to the evidence base of public health practice (e.g., application of an existing methodology to a new problem, a new technique to address an old problem, or a novel approach for dealing with an emerging issue)

As planning is a basic leadership skill, candidates are expected to create a work plan for completing the Capstone. The work plan should outline major tasks, time frames and milestones, including how the committee will review the work along the way.

<div align="center">END OF ADDENDUM</div>

Review of the University of Maryland, College Park Procedures for the Use of Physical Facilities

PRESENTED BY	Gene Ferrick, Chair
REVIEW DATES	SEC – August 28, 2019	SENATE – September 12, 2019
VOTING METHOD	In a single vote
RELEVANT POLICY/DOCUMENT	University of Maryland, College Park Procedures for the Use of Physical Facilities
NECESSARY APPROVALS	Senate, President

ISSUE

In 2018, the Joint President/Senate Inclusion & Respect Task Force released a report on Inclusion and Respect at the University of Maryland. The task force recommended that the Senate's Campus Affairs Committee be charged with a review of the University's Procedures for the Use of Physical Facilities (VI-4.10[A]). In September 2018, the Senate Executive Committee charged the Campus Affairs Committee with reviewing existing University policies, guidelines, and practices concerning the use of its physical facilities by campus and external users; reviewing similar policies and practices at Big 10 and peer institutions; consulting with a range of stakeholders and affected units on campus; and recommending changes to University policy and guidelines as appropriate.

RECOMMENDATIONS

The Campus Affairs Committee recommends that the University of Maryland, College Park Procedures for the Use of University Facilities (VI-4.10[A]) be revised as indicated in the policy document immediately following this report.

The Campus Affairs Committee recommends that the following administrative recommendations be approved:

- The University should update informational resources, guidelines, and University web pages that reference the use of University facilities and outdoor spaces to reflect both the name and provisions in the Policy and Procedures for the Use of University Facilities and Outdoor Spaces.

- The Event Coordination Team should re-evaluate its current composition and consider expanding its membership to include additional relevant representatives of University facilities/spaces.

- The Event Coordination Team should develop guidelines and procedures for its operations and guidance for academic and administrative unit heads to use when fulfilling their responsibilities under the Policy and Procedures for the Use of University Facilities and Outdoor Spaces. The

Event Coordination Team should consult with the Office of General Counsel and other relevant offices in developing these resources.

- The University should ensure that any relevant resources developed by the Event Coordination Team are made available to the campus community and distributed to those who host or review programs covered by the Policy and Procedures for the Use of University Facilities and Outdoor Spaces.

- The University Senate should charge the Campus Affairs Committee with reviewing the Guidelines on Demonstrations and Leafletting and Chalking Guidelines to ensure that they align with the Policy and Procedures for the Use of University Facilities and Outdoor Spaces.

COMMITTEE WORK

In fall 2018, the Campus Affairs Committee reviewed recommendations from the Joint President/ Senate Inclusion & Respect Task Force, as well as the procedures and related guidelines covering demonstrations, leafletting, and chalking. A subcommittee formed to assess current practices met with a range of individuals to learn how University facilities and spaces are used by members of the campus community and by the public. The subcommittee shared its findings at the Campus Affairs Committee's first meeting in spring 2019. The committee consulted with representatives from the Office of General Counsel, the UMD Police Department, and Conferences & Visitor Services.

After reviewing practices at Big 10 and peer institutions, the committee spent the remainder of the semester considering revisions to the existing procedures that would reflect current practice, align with standard policy language and conventions, and address concerns identified in the course of the committee's work. The committee shared its draft Policy and Procedures for the Use of Facilities and Outdoor Spaces with various stakeholders, including the units consulted by the subcommittee, the Office of Faculty Affairs, the Division of Student Affairs, the Division of Academic Affairs, and the Office of General Counsel. After revising the draft in light of the feedback it received, the committee developed several administrative recommendations intended to improve event coordination, increase awareness of important activities taking place on campus, and ensure individuals are aware of their responsibilities under the policy. Given the extensive nature of the proposed revisions to the existing procedures, the committee felt it would be best to consider the Guidelines on Demonstrations and Leafletting and the Chalking Guidelines, as requested by the committee's charge, after the policy is approved; therefore, it made a recommendation that it be charged with further review of the guidelines in the future. After due consideration, the Campus Affairs Committee voted to approve the proposed Policy and Procedures for the Use of Facilities and Outdoor Spaces, as well as several administrative recommendations, at its meeting on May 9, 2019.

ALTERNATIVES

The Senate could reject the proposed revised policy and the University would retain the current procedures. However, the University would lose the opportunity to improve coordination between different users of University facilities and outdoor spaces.

RISKS

There are no associated risks to the University in adopting these recommendations.

FINANCIAL IMPLICATIONS

There are no known financial implications.

Review of the University of Maryland, College Park Procedures for the Use of Physical Facilities

2018-2019 Committee Members

Gene Ferrick (Chair)
Jonathan Allen (Ex-Officio SGA Rep)
Amin Aria (Ex-Officio GSG Rep)
David Cronrath (Ex-Officio Provost's Rep)
Charvi Jain (Graduate Student)
Luke Jensen (Ex-Officio Chief Diversity Officer Rep)
Jing Lin (Faculty)
Anne Martens (Ex-Officio VP Administration and Finance Rep)
Pamela McNally (Staff)
Gerald Miller (Faculty)
HuyenTran Nguyen (Staff)
Nadia Owusu (Undergraduate Student)
Yuhan Rao (Graduate Student)

Joel Seligman (Ex-Officio VP University Relations Rep)
Sue Sherburne (Ex-Officio Chair of Coaches Council Rep)
Elizabeth Wasden (Faculty)
Joshua Westgard (Faculty)
William Wong (Undergraduate Student)
Carly Woods (Faculty)
Lance Yonkos (Faculty)
John Zacker (Ex-Officio VP Student Affairs Rep)

Date of Submission
August 2019

BACKGROUND

In 2018, the Joint President/Senate Inclusion & Respect Task Force released a report on Inclusion and Respect at the University of Maryland. The task force recommended that the Senate's Campus Affairs Committee be charged with a review of the University's Procedures for the Use of Physical Facilities (VI-4.10[A]). In September 2018, the Senate Executive Committee (SEC) charged the Campus Affairs Committee with reviewing existing University policies, guidelines, and practices concerning the use of its physical facilities by campus and external users; reviewing similar policies and practices at Big 10 and peer institutions; consulting with a range of stakeholders and affected units on campus; and recommending changes to University policy and guidelines as appropriate (Appendix 2).

CURRENT PRACTICE

The current Procedures for the Use of Physical Facilities (VI-4.10[A]) indicate that the institution's facilities are primarily intended to support activities "offered by and intended for the campus community." They define two categories of users of University facilities and spaces. These include *campus users* (departments, student organizations, faculty, staff, and students) and all *others* (the general public and non-University groups). The procedures establish different types of indoor and outdoor spaces and indicate how each category of user can reserve them. Campus users may reserve classrooms, non-classroom indoor spaces, and outdoor spaces. Facilities and spaces designated for use by others include specific "public use facilities" that may be reserved directly, additional facilities and spaces reserved through Conferences & Visitor Services, and a "public speaking space"—the Nyumburu Amphitheater Stage—where members of the public may exercise their First Amendment rights.

Most activities occurring in University facilities must be sponsored by a University department or registered student organization, with the exception of events organized by others discussed above. The procedures do not define sponsorship or whether it includes financial liability, though users "assume complete responsibility for all activities associated with the event." Many facilities—including the Clarice Smith Performing Arts Center, the Samuel Riggs IV Alumni Center, and the Stamp Student Union—provide tiered rate structures that charge students and student organizations lower rates than faculty/staff or departments, who are in turn charged lower rates than outside groups.

Responsibility for scheduling University facilities and outdoor spaces is decentralized, and there is no single office that is aware of or coordinates the many activities that occur across campus on a daily basis. The scheduling of general purpose classrooms in a given building, for example, is overseen by the Office of the Registrar, while other spaces in that same building may be under the control of individual departments or Colleges/Schools. The process for reserving spaces also differs depending on the type of user. The list of facilities and spaces in the procedures, which were last substantively amended in 2001, is out of date, as are the names of various offices and the processes by which certain reservations are made.

While the management of activities occurring across campus is decentralized, current practice does include some efforts to coordinate specific events. An "event management team" convened by the University of Maryland Police Department (UMPD) identifies and considers significant events meriting more extensive coordination and logistical planning involving parking, security, and crowd control, among other issues. This group meets regularly, and includes representatives of units and offices that accept reservations from external users, including the Clarice Smith Performing Arts Center, Conferences & Visitor Services, the Samuel Riggs IV Alumni Center, and the Stamp Student Union. The event management team also includes representatives from offices who can help coordinate events, including the Department of Transportation Services and the Department of Environmental Safety, Sustainability, & Risk Assessment. The group primarily focuses on events that are planned by non-campus users or that are open to the public.

COMMITTEE WORK

In fall 2018, the Campus Affairs Committee began its work on the charge by reviewing recommendations from the Joint President/Senate Inclusion & Respect Task Force. The committee also reviewed related guidelines covering demonstrations, leafletting, and chalking. To better understand the University's obligations with regard to the First Amendment, the committee consulted with a representative from the Office of General Counsel. The committee also met with representatives from the UMPD and Conferences & Visitor Services. Given the significant number of facilities and spaces on campus, the committee decided to appoint a subcommittee to conduct research regarding current practices. The subcommittee convened several times and met with or consulted a range of units, including:

- Adele H. Stamp Student Union
- Clarice Smith Performing Arts Center
- Intercollegiate Athletics
- Office of the Registrar
- Robert H. Smith School of Business
- Samuel Riggs IV Alumni Center
- School of Music
- School of Theatre, Dance, & Performance Studies

The subcommittee also developed possible revisions to the Procedures for the Use of Physical Facilities, which were shared with the full committee early in spring 2019. After reviewing information on approaches taken by Big 10 and peer institutions, the committee worked to develop a policy and procedures that reflected current practice, aligned with standard policy language and conventions, and addressed concerns identified in the course of the committee's work.

The committee shared its draft Policy and Procedures for the Use of Facilities and Outdoor Spaces with various stakeholders, including the units consulted by the subcommittee, the Office of Faculty Affairs, the Division of Student Affairs, the Division of Academic Affairs, and the Office of General Counsel. After considering the feedback it received and revising the draft, the committee also developed several administrative recommendations intended to improve event coordination, increase awareness of important activities taking place on campus, and ensure individuals are aware of their responsibilities under the policy. Given the extensive nature of the proposed revisions to the existing procedures, the committee felt it would be best to consider the Guidelines on Demonstrations and Leafletting and the Chalking Guidelines, as requested by the committee's charge, after the policy is approved; therefore, it made a recommendation that it be charged with further review of the guidelines in the future.

After due consideration, the Campus Affairs Committee voted to approve the proposed Policy and Procedures for the Use of Facilities and Outdoor Spaces, as well as several administrative recommendations, at its meeting on May 9, 2019. A subsequent review of the proposed policy identified ambiguous language that could prevent students from reserving academic spaces for activities not directly related to their studies. Given the committee did not intend to end this aspect of current practice, the Senate Office and committee chair made minor revisions to the proposed policy's definition of "internal user," which were reviewed by the Office of General Counsel.

Legal Framework
As a public institution, the University is committed to facilitating open and free speech, and the exchange of ideas is central to its mission. In addition to encouraging discussion and debate, however, the University has a responsibility to ensure the safety of faculty, staff, students, and visitors. Balancing these two priorities can be difficult.

First Amendment case law generally recognizes three relevant categories of government property associated with speech. A traditional public forum includes public property with the characteristics of a public thoroughfare and a tradition or history of being used for expressive conduct; these areas are dedicated for expressive activity and only narrowly tailored time, place, and manner (TPM) restrictions on speech are allowed. A limited or designated public forum includes property that is not open to the public but that has been purposely opened for expressive activity; limited, viewpoint-neutral TPM restrictions are permissible. A non-public forum is government property that is not open to the public or to expressive conduct.

The University of Maryland is a limited public forum, as it is on state property devoted to a specific purpose associated with its higher education mission. The University is permitted to prioritize students over members of the public in reserving space as long as any rules or restrictions are reasonable and viewpoint neutral. Examples of reasonable restrictions would include: requiring a registration or permitting process, prohibiting events on certain days/times (e.g. exam days or when there is a competing campus event), and limits on particular areas or hours. Any restrictions must be applied consistently.

Peer Institutions

Approximately two-thirds of the institutions reviewed have a policy or policies similar in purpose to UMD's, though they vary significantly in scope and level of detail (Appendix 1). These policies establish different categories of user that vary by policy, but all generally distinguish between members of the campus community and external users. Nearly all have language establishing the primary uses of the institution's facilities, and most give campus users priority over others. Approximately half reference the role that institutional facilities play in supporting expressive activities.

None of the institutions the committee reviewed has a single office that processes or oversees space reservations for the entire campus. Some handle internal and external reservations in different offices, while some parse reservations by type of use (course scheduling, extracurricular activities, athletic events, or other uses). In the course of its review, the committee did not identify a peer approach that could serve as a model for UMD, nor has UMPD identified another approach in its conversations with Big 10 partners that could accommodate the range of current practices used on our campus.

Users of University Facilities and Spaces

In response to concerns identified in its review, the committee worked to clarify the obligations and responsibilities of those who organize programs. This led to more precise definitions that distinguish between "internal users" and "external users." The committee expanded the former to include administrative units, and clarified that individual faculty or staff members are only considered internal users when their programming involves their job duties. The committee also decided to replace the concept of "sponsoring" with "hosting," in part because the former can imply support for the content of an event or program. Hosts—which include both internal and external users—are legally and financially responsible for their programming, and the policy indicates that they may be required to obtain insurance or pay fees in order to use University facilities and spaces, as often happens in current practice. The committee also added language prohibiting internal users, who are typically charged lower rates or allowed to use certain facilities for free, from making reservations on behalf of external groups, a process commonly referred to as "fronting."

Spaces Available for Reservation

The committee revised the scope and title of the policy to include "outdoor spaces," given that internal and external users may reserve more than just facilities. Several of the stakeholders consulted by the committee expressed a desire to have a comprehensive list of all outdoor spaces that can be reserved and the unit responsible for managing each. The committee determined that the number of locations, as well as reservation procedures that are often ad hoc and not associated with a formal delegation of authority, would make such a task unrealistic. Nevertheless, members agreed that there may be value in such an undertaking in the future.

The existing procedures list specific facilities available to each category of user, but the lists are incomplete and out of date. The committee decided to eliminate the list of facilities that internal users can reserve, given it potentially includes every academic building on campus. The proposed policy retains a list of those facilities that can be directly reserved by external users. This list was moved to an attachment, which will allow it to be updated as needed without review and approval by the Senate and President. The committee also considered the space designated for members of the public to exercise their First Amendment rights, the Nyumburu Amphitheater Stage. In consulting with Stamp Event & Guest Services, which manages reservations for the space, the committee found that the Nyumburu Amphitheater Stage is able to meet current demand. It also has particular

advantages, given its location: activities held there are near high-traffic areas and unlikely to disrupt academic activities. As such, the committee decided against making any changes.

Event Coordination Team
In consulting with stakeholders, the committee identified a need to ensure that significant events and programs that may require more extensive coordination and logistical planning are brought to the attention of the appropriate offices and individuals. UMPD's "event management team" currently fulfills this function for some activities, but the group lacks awareness of many activities taking place in academic buildings across campus. The committee decided to formalize and codify the "event management team" as the Event Coordination Team (ECT). The ECT's purpose will be to identify and review reservations for events and programs that utilize University facilities or outdoor spaces and require coordination or more extensive support. It will work to resolve scheduling conflicts, assess parking needs, conduct risk assessment, and evaluate security requirements in order to make recommendations to event planners. It will be an advisory rather than a decision-making body, and will be responsible for notifying the relevant vice president or senior administrator of events or programs that require significant security measures or extensive logistical support. The committee determined that details about the ECT's membership, operating procedures, and the criteria it uses in its reviews should be codified in guidelines that are developed and maintained by the group itself. The ECT guidelines will be made available to the campus community.

To ensure that the ECT can coordinate significant programs occurring in academic buildings, the policy requires that internal users hosting programs that involve external guests/speakers and are open to the public report such programs to their administrative unit heads. Unit heads will then decide whether or not such programs should be brought to the attention of the ECT. The committee recommends that the ECT develop guidance to help administrators with these assessments.

Balancing Speech and Safety
The committee discussed at length how best to respect the principles of freedom of expression while establishing processes designed to ensure the safety of both internal and external users of facilities and outdoor spaces. One virtue of the existing procedures is that their restrictions are not based on the content of an event or program. The committee retained this approach in the proposed policy, which ensures that limitations are related to the time, place, and manner of activities rather than their content. Similarly, the committee recommends that development of the ECT's guidelines involve the Office of General Counsel to ensure that any criteria used by the ECT when evaluating and coordinating events and programs are content neutral and respect rights established by the First Amendment. However, the committee determined that if the ECT's assessment identifies safety and security concerns that hosts cannot or will not mitigate, the University should have the right to relocate or cancel an event or program in order to ensure the safety of the University community.

RECOMMENDATIONS

The Campus Affairs Committee recommends that the University of Maryland Procedures for the Use of University Facilities (VI-4.10[A]) be revised as indicated in the policy document immediately following this report.

The Campus Affairs Committee recommends that the following administrative recommendations be approved:

- The University should update informational resources, guidelines, and University web pages that reference the use of University facilities and outdoor spaces to reflect both the name and

provisions in the Policy and Procedures for the Use of University Facilities and Outdoor Spaces.

- The Event Coordination Team should re-evaluate its current composition and consider expanding its membership to include additional relevant representatives of University facilities/spaces.

- The Event Coordination Team should develop guidelines and procedures for its operations and guidance for academic and administrative unit heads to use when fulfilling their responsibilities under the Policy and Procedures for the Use of University Facilities and Outdoor Spaces. The Event Coordination Team should consult with the Office of General Counsel and other relevant offices in developing these resources.

- The University should ensure that any relevant resources developed by the Event Coordination Team are made available to the campus community and distributed to those who host or review programs covered by the Policy and Procedures for the Use of University Facilities and Outdoor Spaces.

- The University Senate should charge the Campus Affairs Committee with reviewing the Guidelines on Demonstrations and Leafletting and the Chalking Guidelines to ensure that they align with the Policy and Procedures for the Use of University Facilities and Outdoor Spaces.

APPENDICES

Appendix 1—Research on Policies at Big 10 and Peer Institutions
Appendix 2—Charge from the Senate Executive Committee

Proposed Revisions from the Campus Affairs Committee
New Text in Blue/Bold (**example**), Removed Text in Red/Strikeout (~~example~~),
Moved Text in Green/Bold (**example**/~~example~~)

VI-4.10(A)   UNIVERSITY OF MARYLAND **POLICY AND** PROCEDURES FOR
THE USE OF ~~PHYSICAL~~ FACILITIES **AND OUTDOOR SPACES**

Approved by the President August 1, 1991; Amended January 18, 2001;
Amended April 24, 2003 (technical clarification)

I.   Policy

It is the policy of the University of Maryland that its physical facilities and outdoor spaces be used to support the University's central mission as a land grant institution and its goals of achieving excellence in teaching, research, and public service within a supportive, respectful, and inclusive environment that honors freedom of expression and complies with the First Amendment.

II.   Applicability

This policy applies to members of the University of Maryland (University) community (students, faculty, and staff) and other individuals or parties who utilize University facilities and outdoor spaces. The licensed use of University facilities for research-related activities by non-University users is addressed in VIII-14.00 (A) University of Maryland Policy on the Use of University of Maryland Facilities by Non-University Users for Research-Related Activities.

III.   Definitions

A.   **"Host" means the planning and/or delivery by an Internal User of a Program to which others are invited. Those who Host Programs are responsible for all financial and legal liabilities associated with the Program.**

B.   **"External User" means a group or individual that is not a University of Maryland academic or administrative unit, a Registered Student Organization, an employee acting within the scope of their employment, or a registered student.**

C.   **"Internal User" means a University of Maryland academic or administrative unit, a Registered Student Organization, employees acting within the scope of their employment, or registered students.**

D.   **"Program" is an activity or event that is intended to take place in a University facility or outdoor space.**

E.   **"Public speech" means verbal or non-verbal expression by an External User directed to a general audience.**

F.   **"Registered Student Organization" is a student group that is registered with the Student Organization Resource Center within the Division of Student Affairs as defined by V-1.00(F) University of Maryland, College Park**

Procedures for Student Organizations.

IV. **General Guidelines for the Use of University Facilities and Outdoor Spaces**

University facilities are available primarily for ~~p~~**P**rograms offered by and intended for **members of** the ~~campus~~ **University** community.

A. Except as ~~otherwise~~ ~~provided herein~~ **noted in Section VI**, all ~~p~~**P**rograms must be ~~sponsored by either a University department or currently registered student organization~~ **hosted by an Internal User**. ~~A request for a reservation must be made by an authorized representative of the group planning to use the reserved space.~~

B. Users of University facilities assume complete responsibility for all activities associated with the **Program** ~~event; however~~**.**

C. ~~u~~**U**se of ~~the space~~ **University facilities and outdoor spaces** is limited to the declared purpose of the reservation and must ~~be in compliance~~ **comply** with all ~~pertinent~~ **relevant** University policies and procedures and local, state, and federal laws and regulations ~~including those regarding the maintenance of the facilities and related public safety and security concerns~~.

D. **Fees may be charged for the use of facilities and outdoor spaces to cover the cost of reservations, personnel, technology, and security. These costs are the responsibility of the Host or External User reserving the facility or space.**

E. **Insurance may be required, when appropriate.**

F. **A Host may not front or act as an agent for External Users to receive discounted rates for the use of University facilities or outdoor spaces.**

G. ~~Specific procedures pertaining to~~ Demonstrations**,** ~~and~~ leafletting**, parades, and chalking** ~~are set forth in~~ **must comply with** the University's **Chalking Guidelines and** Guidelines on Demonstrations and Leafletting**.**

H. **The following activities are prohibited unless specifically authorized:**

    1. **The sale or promotion of commercial goods or services;**

    2. **The use of amplified sound;**

    3. **The blocking of pedestrian or vehicular traffic; and**

    4. **Conduct which the University reasonably deems to cause disruption to campus activities.**

I~~V~~.   Use of ~~Campus~~ **University** Facilities **and Outdoor Spaces** by ~~University Departments, Registered Student Organizations, Students, Faculty and Staff~~ **Internal Users**~~:~~

    A.   **Programs hosted by Internal Users that involve external guests/speakers and are open to the public must be reported to the Host's administrative unit head.**

    ~~A~~**B.**   **General Purpose** Classroom Space~~.~~

       1.   ~~In support of the academic programs of the University, the~~ **Course and Classroom** Scheduling **Services** ~~Office~~ in the Office of the Registrar ~~schedules regularly offered classes in the classrooms on campus as a~~ **has** first priority ~~for the use of these facilities~~ **to schedule general purpose classrooms for classes**.

       2.   **Subject to paragraph V.B.1,** ~~A University department~~ **an Internal User** may reserve ~~additional~~ **available general purpose** classroom space ~~on a space available basis~~ for use in support of ~~its~~ **hosted** ~~p~~**P**rograms ~~other than regularly scheduled classes~~.

          a.   ~~Arrangements for use of classrooms for these purposes are made~~ **Academic or administrative units, faculty, and staff may reserve general purpose classroom space** through ~~the~~ **Course and Classroom** Scheduling ~~Office~~ **Services** in accordance with internal ~~Scheduling Office~~ procedures.

          b.   ~~A registered student organization may reserve classroom space not booked for classes for use in support of its programs. Arrangements for use of classrooms by r~~**R**egistered ~~s~~**S**tudent ~~o~~**O**rganizations ~~are made~~ **and students may reserve general purpose classroom space** through ~~the Office of Campus Reservations~~ **Stamp Event & Guest Services** in accordance with internal ~~Campus Reservations~~ procedures.

    ~~B~~**C.**   Outdoor Space~~.~~

       1.   ~~University departments, registered student organizations, students, faculty and staff may reserve designated outdoor space for use in support of their programs. Arrangements~~ **Reservations** for the use of **designated** outdoor space are made through ~~the Office of Campus Reservations~~ **Stamp Event & Guest Services** in accordance with internal ~~Campus Reservations~~ procedures ~~and University protocols~~.

    ~~C~~**D.**   Other ~~Reservable~~ Space~~.~~

       1.   ~~Designated space other than classroom space or outdoor space, including~~

departmental space, such as deans' conference rooms, departmental conference rooms, and libraries, is **Facilities and outdoor spaces controlled by academic or administrative units other than those included in Sections V.B and V.C are** managed by the ~~departments~~ **units** to which the space is allocated ~~according to~~ **and may be reserved in accordance with** internal ~~departmental~~ procedures **or through Conferences & Visitor Services**.

~~Designated space within the following facilities may be reserved through the respective reservations officer in accordance with the facility's internal procedures.~~

~~Campus Recreation Services facilities~~	~~Clarice Smith Performing Arts Center~~
~~Dining Halls~~	~~Golf Course Clubhouse~~
~~Intercollegiate Athletics facilities~~	~~Memorial Chapel~~
~~Nyumburu Cultural Center~~	~~Rossborough Inn~~
~~Stamp Student Union~~	~~Van Munching Hall~~
~~Computer Science Instructional Center~~	

~~Residence halls and on-campus Greek residences are considered private spaces for the express use of students residing therein. Except for during the summer when these facilities may be reserved through Conference and Visitor Services or the individual house corporation for each Greek facility, the common use space in these facilities is reservable only by residents.~~

~~II~~**VI**. Use of ~~Campus~~ **University** Facilities **and Outdoor Spaces** by ~~Others (not covered in Section I)~~ **External Users**~~:~~

A.   Public Use **of University** Facilities~~.~~

1.   ~~Designated space within the following~~ **University** facilities may be reserved for use **by External Users**.

a. University facilities that may be directly reserved for public use are designated in Attachment A.

b. Each **reservable** facility ~~has~~ **will have** an approved pricing structure and internal procedures for serving the general public.

c. Reservations **for any University facilities not listed in Attachment A** ~~are~~ **should be** made ~~with the respective reservations officer~~ **through Conferences & Visitor Services**.

~~Campus Recreation Services facilities~~	~~Clarice Smith Performing Arts Center~~
~~Dining Halls~~	~~Golf Course Clubhouse~~
~~Intercollegiate Athletics facilities~~	~~Memorial Chapel~~
~~Nyumburu Cultural Center~~	~~Rossborough Inn~~

Stamp Student Union   Van Munching Hall

B.   Other Facilities.

        Persons or groups not sponsored by University departments or registered
        student organizations wishing to use University facilities other than those listed
        in Section II.A. may reserve designated space in those facilities through
        Conference and Visitor Services in accordance with internal Conference and
        Visitor Services guidelines.

CB.   Outdoor Public Speaking Use Space.

        1.   Persons or groups other than students, faculty, and staff, and not
                otherwise sponsored by a department or registered student organization,
                Specific outdoor spaces are available to External Users who wish to
                engage in pPublic speaking Speech outdoors on campus or to distribute
                literature**.** may do so in accordance with the following procedures:
                **External Users are required to reserve space in advance by
                requesting a reservation with Stamp Event & Guest Services.**

        1.   Public speaking means speech directed to a general audience or non-
                specific persons. Public speaking does not include speech directly or
                indirectly connected with official University activities or which occurs as
                part of the routine interchange between students, faculty and staff.

        2.   Persons wishing to engage in public speaking or to distribute literature are
                required to reserve space by registering in advance with the Campus
                Reservations Office (1136 Stamp Student Union).

                a.   Procedures for Reserving Space

                        i.   Reservations are approved on a space-available basis.

                        ii.   Priority will be given to University departments, registered
                                student organizations, students, faculty and staff **Internal
                                Users.**

                        iii. Reservations may be made up to five (5) working **business**
                                days **or less** in advance of the date of anticipated use.

                        iv.   Reservations are valid only for the date authorized by the Campus
                                Reservations Office on the Speaker Registration Form **Stamp
                                Event & Guest Services**.

                        **v.   A copy of the Speaker Registration Form must be
                                available for inspection upon request by University**

officials.

b. Limitations on Public Speech

3.   **i.**   Public ~~speaking~~ **Speech** is limited to the Nyumburu Amphitheater stage.

     ii.   Public ~~speaking~~ **Speech** elsewhere on campus is prohibited.

c. Limitations on Distribution of Literature

4.   **i.**   Distribution of literature is limited to designated sidewalk space outside the Stamp Student Union building.

     ii.   Persons may set up their own tables for this limited purpose within this designated area and are responsible for disassembly of the tables and general clean-up.

     iii.   Distribution of literature elsewhere on campus is prohibited.

5.   ~~A copy of the Speaker Registration Form must be available for inspection upon request by University officials.~~

6.   ~~Persons wishing to speak publicly or to distribute literature are prohibited from engaging in the following activities:~~

     - ~~the sale or promotion of commercial goods or services;~~
     - ~~the use of amplified sound;~~
     - ~~the blocking of pedestrian or vehicular traffic;~~
     - ~~conduct which the University reasonably deems to cause disruption to campus activities.~~

7.   **d.**   Failure to adhere to the above ~~described University procedures~~ **limitations** will result in revocation of an approved reservation and/or other appropriate administrative action.

2. Reservations for the use of designated outdoor space for other purposes are made through Conferences & Visitor Services or one of the reservations officers for the spaces listed in Attachment A and in accordance with internal procedures.

VII. Facility/Space Use Review

The University reserves the right to review any request for the use of its facilities or outdoor spaces. Based on that review, the University may relocate a Program to a more suitable location or cancel a Program to protect the health and safety of

the University community and the public. Reviews will be conducted by an Event Coordination Team (ECT) subject to criteria set forth in ECT guidelines.

Attachment A—List of facilities and outdoor spaces that may be directly reserved by External Users

Adele H. Stamp Student Union
Clarice Smith Performing Arts Center facilities
Intercollegiate Athletics facilities and spaces (e.g., Xfinity, Maryland Stadium)
Memorial Chapel
Samuel Riggs IV Alumni Center facilities
School of Music facilities
School of Theatre, Dance, & Performance Studies facilities
University Recreation and Wellness facilities (Eppley Recreation Center, Ritchie Coliseum, Armory, Golf Course Clubhouse)

Appendix 1: Research on Policies at Big 10 and Peer Institutions

School, policy date	Specific buildings/ spaces listed?	Are there restrictions on the types of events that are allowed? How/when might a request be denied or an event cancelled?	Who is responsible for security costs?	What principles does the policy establish for the use of facilities?	What categories of users are defined (e.g. employees, student groups, alumni groups, etc.)?	Is there a single entity responsible for coordinating/overseeing the use of campus facilities?	Policy, Other URLs
Iowa (8/24/15)	Yes	Must be sponsored, must be non-profit/not involve efforts at selling commercial products, must not present a physical danger to persons or the possibility of damage to the University facilities or to equipment. Evidence must be presented by the user of ability to pay the rates and charges for use of University facilities.	The user: Assurance must be given in writing that required support services (such as overnight accommodations, day care, and the like) which the University deems necessary but is not providing, will be provided by the user.	University facilities are dedicated to primary uses within the institution. Such primary uses, however, do not require that University facilities be exclusively reserved for those uses, and it is therefore University policy to make University facilities available for other uses which are consistent with the University's mission as a public institution of higher education.	Groups within or outside the University for purposes which are consistent with the academic mission of The University of Iowa.	No	https://opsmanual.uiowa.edu/administrative-financial-and-facilities-policies/conditions-use-university-facilities
Indiana (4/30/18)	No	Indiana University does not limit speakers or visitors to the university on the basis of their points of view or beliefs, nor will IU prohibit the expression of objections to speakers or their points of view. An invitation by an internal sponsor or a reservation of space by an external sponsor does not constitute the university's or the internal sponsor's endorsement of any or all the speaker's views or opinions... Failure to comply with this policy and its procedures may result in denial of approval or cancellation of a proposed event or of an event already underway.	The event sponsor is responsible for the cost of safety and security measures within the venue and for the minimum safety and security measures outside of the venue. The university is responsible for the cost of safety and security measures and traffic management associated with observers, or protesters.	Indiana University affords and is committed to protecting the rights of students, faculty, staff, and invited guests and visitors to free speech and expressive activity, such as assembling and speaking in public areas of campus, as well as writing, publishing, and inviting speakers on any subject.	Students, faculty, staff, and invited guests and visitors	UEM/campus student affairs, however the event sponsor must obtain all relevant approvals notification and approval requirements as established in other policies administered by UEM, IUPD, the venue scheduler/facility manager, or the campus at which the event is to be held before UEM may move foward.	https://policies.iu.edu/policies/ua-14-event-management/index.html
Illinois (9/1/1988)	No	No events for private purposes/private gain or for fundraising purposes.	The organization and/or individual pays any applicable rental fee, service charge or other fee...except for rental fees, services charges, usage fees, or other admission fees imposed by the campus, no admission fee or contribution shall be charged to attend an event on university premises and facilities.	To establish the conditions under which the campus permits individuals and organizations to use university premises and facilities....The grant of permission to an organization and/or individual to use of university premises and facilities in no way implies approval or disapproval of the individual or organization or the events it sponsors.	University Organizations, Campus Boards, Registered Organizations and Registered Student Organizations, Related Organizations, Allied Organizations, Campus-Community Organizations, and Outside Organizations as defined in the Student Code	Office of the Registrar, Facility Management and Scheduling	https://cam.illinois.edu/policies/fo-69/ http://studentcode.illinois.edu/article2/part3/2-301/
Michigan				**No analogous policy.**			
Michigan State				**No analogous policy.**			
Minnesota	Yes	None identified.	General language about groups bearing responsibility for all direct costs.	The University intends its property to be used in the pursuit of its mission and for the benefit of the University community. The University also recognizes the importance of fostering diversity, serving the greater community, and acting as a marketplace for ideas. This policy serves those goals while promoting the safety of all persons on campus and preserving the physical integrity of University property. The University welcomes the use of its outdoor space consistent with this policy. Uses of University real estate by non-University entities which complement or further the University's mission-related activities and/or provide services to the University community desired by the University are given preference.	U departments and registered student groups, outside organizations	No	https://policy.umn.edu/operations/outdoor-appa https://policy.umn.edu/operations/outdoor Space priority: https://policy.umn.edu/operations/realestate-appb Protocols for Large Scale Events: https://www.uservices.umn.edu/node/306/attachment

School, policy date	Specific buildings/ spaces listed?	Are there restrictions on the types of events that are allowed? How/when might a request be denied or an event cancelled?	Who is responsible for security costs?	What principles does the policy establish for the use of facilities?	What categories of users are defined (e.g. employees, student groups, alumni groups, etc.)?	Is there a single entity responsible for coordinating/overseeing the use of campus facilities?	Policy, Other URLs
Nebraska (8/16/2018)	Yes	The University may reasonably regulate the time, place, and manner of expression, in accordance with the law, in order to ensure that the ordinary activities of the University are not disrupted. Such regulations must be narrowly tailored to serve significant, viewpoint-neutral interests, and cannot substantially burden more speech than necessary to protect the University's interest. The University may deny a request to reserve space for an event or activity if: The applicant has not completed a reservation request and all necessary paperwork. The request to reserve space contains a material misrepresentation or materially false statement. The request is not received sufficiently in advance of the proposed event or activity to permit necessary evaluation and to determine the appropriate location. The use or activity intended by the request is prohibited by law or proposes behaviors or conduct proscribed in the first section of this Policy or present an unreasonable health or safety danger. The applicant has damaged University property in the past, and/or has not paid for repairs, or has otherwise been in violation of this Policy and its procedures.	Not addressed.	University resources and its land and buildings are to be applied first and foremost to its mission of teaching, research and public service, and therefore, such University properties are primarily dedicated to this mission, which encompasses all academic activities, student life, intercollegiate athletics, and the administrative functions that support this mission. These properties are not generally open and available to the public—they are provided to and by the University, in order that it might carry out its educational charge.	Faculty, staff, students, student groups, members of the public	No	https://bf.unl.edu/policy-use-university-facilities-and-grounds https://bf.unl.edu/rp-6410-commitment-free-expression-guide-facilities-use-and-education
Northwestern			**No analogous policy.**				
Ohio State			**No analogous policy.**				
Penn State (10/17/1994)	Yes	The use of the facility must be for noncommercial purposes.	The group using the facilities must agree to take precautions to assure the physical safety of participants and University property, and to release the University from any liability in conjunction with the use of the facility. A University Release and Indemnification Agreement must be used for this purpose.	To ensure optimum use of resources and develop and maintain good public relations with organized groups wishing to use these resources.	Non-University groups such as organized civic, cultural, service, religious, and industrial organizations, public school groups, and college and university groups with memberships not restricted to Penn State students, faculty, and staff	No	https://policy.psu.edu/policies/ad02
Purdue			**No analogous policy.**				
Wisconsin (6/1995)	No	No	The organizations using university facilities under this section may be required to reimburse the institution for the costs, if any, incident to the use of the facilities. (4) Organizations using university facilities under this section may be required to pay rental charges for use of the facilities if the use is revenue producing.	University facilities are not available for unrestricted use for other purposes. In order to preserve and enhance the primary functions of university facilities, the board of regents adopts this chapter to govern the use of university facilities.	organizations associated with an institution, persons or organizations not associated with an institution	No	https://www.vc.wisc.edu/vcfa-administered-policies/facilities-use/

School, policy date	Specific buildings/ spaces listed?	Are there restrictions on the types of events that are allowed? How/when might a request be denied or an event cancelled?	Who is responsible for security costs?	What principles does the policy establish for the use of facilities?	What categories of users are defined (e.g. employees, student groups, alumni groups, etc.)?	Is there a single entity responsible for coordinating/overseeing the use of campus facilities?	Policy, Other URLs
Rutgers (7/31/2003)	Yes	No: All facilities and services shall be made available on a uniform, non- discriminatory basis. Events of a commercial, private, profit-making or fundraising nature are prohibited at all university facilities.	"Non-university groups will be required to meet insurance requirements (e.g., certification of insurance coverage) and will normally pay charges in advance. In addition, representatives of the organization must contact the Division of Administration and Public Safety's Emergency Services and Police Department to develop plans for public safety requirements associated with the event and to confirm funding sources."	To encourage the free exchange of ideas, the policy of Rutgers, The State University of New Jersey, is to make maximum use of its facilities and services for the citizens of the State of New Jersey.	A division or department of the university, Recognized student groups, Academic or professional associations, Alumni, parent or booster groups, Agencies of government, Groups other than the above	No	https://policies.rutgers.edu/2019-currentpdf
Berkeley (10/30/2018)	Yes	Must be non-commercial in nature, and the use of campus facilities by such organizations may not result in personal financial benefit to any individual or private enterprise.	All officers or authorized representatives of a campus organization are individually and jointly responsible for the financial obligations of the organization, including payment in full of debts to the University incurred by the campus organization during the tenure of the officer or authorized representative.	The purpose of these regulations is to promote opportunities and advantages of association among students, faculty, staff and guests/non-affiliates within the intellectual community of the Berkeley campus, and to assure that these activities will not interfere with the educational responsibilities of the University.	Campus Activities, Organizations, Guests/Non-Affiliates and Students	No	https://sa.berkeley.edu/uga/regs
UNC (4/17/2014)	Yes	No	The appropriate scheduling office will maintain for inspection a current list of user charges approved by the Chancellor or delegate for use of indoor and outdoor space by affiliated and nonaffiliated groups. The rates shall be designed to cover the entire costs of providing the facility (for example, materials, labor, utilities, and any added security charges incurred). Particular uses may require the assessment of additional charges, depending on special needs associated with the use.	The accomplishment of the educational mission of the University shall be considered to have first priority in all decisions concerning any use of any facility under this policy. Use of any facility shall not be authorized where such use may disturb the conduct of University activities.	University-affiliated group, university-sponsored group	No	https://web.archive.org/web/20180202051246if_/http://policies.unc.edu/files/2014/06/FacilitiesUse.pdf
UCLA (9/23/2008)	No	Any use of University facilities must be in accordance with the provisions of the "UCLA Regulations on Activities, Registered Campus Organizations and Use of Properties" and other applicable University policies and facility regulations.	A facility rental fee, determined by the facility manager, will be assessed for Extracurricular Use. All costs for services, goods and/or equipment, including, but not limited to: custodial services, utilities, event management and supervision, insurance, equipment rentals, lighting systems and sound systems, associated with the extracurricular activity will be assessed to the activity, and be the responsibility of the University Guarantor of the event or activity.	University facilities may be made available for extracurricular purposes when such use is consistent with the mission of the University and when all of the prescribed conditions for such use are met.	faculty staff students and outsiders	No	http://www.adminpolicies.ucla.edu/pdf/860.pdf

Review of the University of Maryland, College Park Procedures for the Use of Physical Facilities
(Senate Document #18-19-10)
Campus Affairs Committee | Chair: Gene Ferrick

The Senate Executive Committee (SEC) and Senate Chair Walsh request that the Campus Affairs Committee review the University of Maryland, College Park Procedures for the Use of Physical Facilities [VI-4.10(A)] and associated guidelines, given the principles established by the Joint President/Senate Inclusion & Respect Task Force, and make recommendations, as necessary.

Specifically, the committee is asked to:

1. Review the task force's recommendations in Inclusion and Respect at the University of Maryland (Senate Document #17-18-03).

2. Review the University's Guidelines on Demonstrations and Leafletting.

3. Review the University's Chalking Guidelines.

4. Review information on facilities designated for public use at the University and data on the types of events hosted in these facilities.

5. Review any existing internal policies and procedures on how to manage facilities and outdoor spaces for public use.

6. Review the University outdoor spaces designated for public speaking as well as facilities available for reservation by the public and consider whether the designated spaces are appropriate.

7. Consult with representatives of units affected by this policy and associated guidelines.

8. Consult with a representative of the Office of General Counsel to understand the legal framework.

9. Consult with a representative of the Department of Public Safety to better understand security implications and financial implications for events or activities under this policy.

10. Consider how external requests for use of space should be reviewed in order to ensure administrative coordination and awareness.

11. Consider how the University should assess the needs associated with public events that might raise safety and security concerns.

12. Consult with a representative of the Office of the Provost.

13. Consult with a representative of the Division of Administration & Finance.

14. Consult with a representative of the Division of Student Affairs.

15. Consult with a representative of the Student Government Association (SGA).

16. Consult with a representative of the Graduate Student Government (GSG).

17. Review similar policies and procedures on the use of university facilities by external entities at Big 10 and other peer institutions.

18. Consult with a representative of the Office of General Counsel on any proposed changes to the University's policy or associated guidelines.

19. If appropriate, recommend whether the policy and/or associated guidelines should be revised and submit recommended revisions for Senate consideration.

We ask that you submit a report to the Senate Office no later than **March 29, 2019**. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.