



1. Call to Order
2. Approval of the October 7, 2020 Senate Minutes (Action)
3. Approval of the November 10, 2020 Senate Minutes (Action)
4. Report of the Chair
5. Special Order: Presidential Briefing
6. Apportionment of the University Senate (Senate Document #19-20-37) (Information)
7. Approval of the 2020-2021 Nominations Committee Slate (Senate Document #20-21-17) (Action)
8. University Senate Provisions on Virtual Meetings (Senate Document #20-21-09) (Action)
9. PCC Proposal to Establish a Bachelor of Science in Mechatronics (Senate Document #20-21-18) (Action)
10. PCC Proposal to Establish a Master of Extension Education (Senate Document #20-21-19) (Action)
11. PCC Proposal to Modify the Master of Public Health - Add Health Care Management Concentration (Senate Document #20-21-20) (Action)
12. Proposal to Review Policy and Practice Surrounding PTK Non-Renewals (Senate Document #18-19-33) (Action)
13. PCC Proposal to Rename the Upper Division Certificate in Lesbian, Gay, Bisexual, and Transgender Studies to LGBTQ Studies (Senate Document #20-21-21) (Action)
14. PCC Proposal to Rename the Bachelor of Arts in “Germanic Studies” to “German Studies” (Senate Document #20-21-22) (Action)
15. PCC Proposal to Rename the Master of Arts in “German Language and Literature” to “German Studies” (Senate Document #20-21-23) (Action)

16. PCC Proposal to Rename the Ph.D. in “German Language and Literature” to “German Studies” (Senate Document #20-21-24) (Action)
17. New Business
18. Adjournment



CALL TO ORDER

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

Dugan stated that the Senate Executive Committee (SEC) had set the agenda with two Special Order presentations at the end of the meeting in order to ensure that the action items on the agenda could be completed, while allotting the remainder of the time to the presentations. She asked if there were any objections to the order of the agenda; hearing none, she proceeded with the meeting.

Dugan provided a brief reminder on voting procedures on the TurningPoint platform and stated that Senators who wish to make a motion that is in order when someone else has the floor can use the coffee mug feature in Zoom, which can be found in the participants window.

APPROVAL OF THE SEPTEMBER 8, 2020 SENATE MINUTES

Chair Dugan asked if there were any corrections to the minutes as distributed.

Senator Sakurai, exempt staff, made a motion to postpone the correction and approval of the minutes until the December Senate meeting. The motion was seconded.

Dugan opened the floor to discussion of the motion.

Senator Sakurai stated that the purpose of the motion was to have time to bring minute-keeping practices and the Bylaws into alignment, using procedures from *Robert's Rules of Order* as a guideline. They stated that it is important that the Senate's governing documents should be followed as closely as possible because the University's accreditation has already been in jeopardy regarding issues of governance. Senator Sakurai also noted that they were aware that another Senator was planning to propose an amendment to the Bylaws at the November Senate meeting to make it clear that current minute-keeping practices could be allowable, so postponing the approval of the minutes until December would allow for possible Bylaw amendments to be approved before the minutes were approved. Senator Sakurai also stated that they may make more corrections or motions if the Senate were to vote against the motion to postpone the approval of the minutes.

Past Chair Lanford stated that *Robert's Rules* are used by representative bodies to bring order to meetings and allow the group to take care of business in an efficient manner. She clarified that the MiddleStates accreditation issues related to governance involved relationships with outside governing bodies, not Senate processes.

Senator Sakurai stated that the Senate Bylaws allow *Robert's Rules* to be overridden, if the Rules do not work well for the Senate.

Dugan called for a vote on the motion. The result was 42 in favor, 60 opposed, and 12 abstentions.
The motion to postpone the approval of the minutes failed.

Dugan asked Senators if there were any other concerns about the minutes.

Senator Sakurai made a motion to amend the minutes by adding the following language at the end: **The only official part of these minutes are the actions and decisions taken. In case of a discrepancy between the written minutes and the audio recording, the audio recording overrides the written minutes.**

The motion was seconded.

Dugan stated that Parliamentarian Henry had advised that the amendment was not appropriate because according to *Robert's Rules*, the minutes have to reflect what was discussed at the last meeting and ruled the amendment out of order.

Senator Sakurai made a motion to appeal the ruling of the Chair. The motion was seconded.

Dugan clarified that a vote in favor of the motion would oppose the Chair's ruling that Senator Sakurai's amendment was out of order because *Robert's Rules* state that the minutes may only include what was actually discussed during the meeting, and cannot include additional language on recordings but a vote against the motion would support the Chair's ruling.

Dugan spoke first as rules permit for an appeal of the Chair's ruling. She stated that Senator Sakurai raised this issue prior to the meeting, so she consulted with Parliamentarian Henry, and the Senate Leadership reviewed his advice on *Robert's Rules*, which clearly limits the minutes to what is said at the meeting.

Senator Sakurai requested that the Chair provide the section of *Robert's Rules* with the specific provision. They stated that many parts of *Robert's Rules* allow for inclusion of descriptive information, and that Senate minute keeping procedures are out of compliance with other parts of *Robert's Rules*.

Vice President Hollingsworth raised a Point of Order inquiring if a motion to call the question and approve the minutes would be in order.

Dugan consulted with Parliamentarian Henry. She stated that the question could be called after Senator Sakurai finished their statement.

Senator Sakurai requested clarification on the current place in the appeal process. Dugan stated that the Senate will vote on the appeal, and then vote on the minutes. Senator Sakurai stated that their understanding is that calling the question now would be calling the question on the appeal. Dugan confirmed that they would vote on calling the question and then vote on the appeal.

Hollingsworth clarified that he was trying to call the question on the main motion, and will withdraw the motion if that is not in order.

Dugan, Henry, and Senate Director Montfort entered a Zoom breakout room to discuss Parliamentary procedures. Dugan instructed the Senate to stand at ease.

Dugan, Henry, and Montfort returned to the meeting.

Senator Sakurai inquired where in *Robert's Rules* it states that the minutes can only include the content from the meeting, as there are parts of *Robert's Rules* which state that there are descriptive elements in the minutes, and the proposed endnote is descriptive. The minutes already include a sentence about the verbatim recording being available.

Parliamentarian Henry stated that his interpretation of *Robert's Rules* is that adding something that was not discussed at the meeting is beyond what the minutes call for.

Past Chair Lanford stated that she wished to speak after this particular issue of the minutes has been resolved.

Hollingsworth withdrew his motion as it was ruled that his motion would apply only to the appeal of the Chair's motion.

Senators stated that *Robert's Rules* is being interpreted in two different ways, stated that more information on *Robert's Rules* is needed to have an informed discussion, and suggested this topic be introduced as an agenda item in the next meeting.

Dugan stated that she will recognize the two remaining Senators before proceeding to a vote.

Senator Callaghan, faculty, College of Arts & Humanities, requested that the discussion be tabled until the November meeting as the minute-keeping procedures have been long-standing.

Senator Rozenblit, faculty, College of Arts & Humanities, requested clarification on the motion to vote on the appeal.

Dugan explained that Senator Sakurai made a motion to amend the minutes to add a disclaimer explaining that if there is a discrepancy between the minutes and the recording, the recording will supersede the minutes as the official record but she ruled the amendment to be out of order. She stated that the Senator is appealing the Chair's ruling and the Senate is voting on that appeal.

Dugan called for a vote on the motion to appeal the Chair's ruling that the amendment was out of order.

Senator Sakurai made a motion to suspend the rules to dispense with the reading of the minutes and ask for unanimous consent. Dugan and Montfort requested clarification of the motion. Senator Sakurai stated that dispensing with the reading of the minutes will allow the Senate to move onto other agenda items.

Dugan ruled that the motion was out of order because voting on the motion to appeal the Chair's ruling had already begun.

Senator Sakurai raised a Point of Order that they were not given the right to obtain the floor a second time.

Dugan noted that she had stated that the remaining Senators whose hands were raised would be given an opportunity to speak before proceeding to a vote, and noted that Senator Sakurai's hand was not raised. She also stated that Senator Sakurai was given multiple opportunities to speak, but the vote on the motion to appeal was now open so additional motions were not in order at this time.

Senator Sakurai requested clarification on this ruling and made a motion to appeal this decision of the Chair.

Dugan ruled the motion dilatory and out of order.

The result of the vote on the motion to appeal the ruling of the Chair regarding Senator Sakurai's amendment to the Bylaws being out of order was 17 in favor, 84 opposed, and 14 abstentions. **The motion to appeal the ruling of the Chair failed.**

Dugan called for approval of the minutes and opened the floor for further discussion.

Past Chair Lanford stated that the Chair has a right not to recognize a speaker for dilatory motions, and requested that the Senate support the approval of the minutes.

Senator Iliadis seconded the motion to approve the minutes.

Senator Sakurai made a Point of Order as they did not think it was in order to make comments that did not pertain to correcting or approving the minutes.

Dugan called for a vote to approve the minutes as distributed.

Senator Sakurai requested a ruling on the Point of Order about the decorum issue.

Chair-Elect Williams expressed concern over the disruption of the meeting and supported the Past Chair's comments on the inappropriateness of dilatory behavior.

Senator Sakurai raised an objection to the minutes. They made a motion to correct the minutes as follows:

Senator Sakurai raised a **Point-of-Order Parliamentary Inquiry** that the minutes did not align with the provisions in the Senate Bylaws, which state, "The minutes shall include only actions and business transacted."

Senator Sakurai raised a **Point-of-Order Point of Information** regarding the order of agenda items and specifically inquired as to why the committee report was being presented before the special order item.

The motion was seconded. Dugan asked if there were any objections to approving the minutes as corrected; seeing none, **the minutes were approved as corrected.**

REPORT OF THE CHAIR

Zoom Login Procedures: Chair Dugan noted that based on guidance from the Division of Information Technology (DIT) to prevent Zoombombing, anyone planning to attend a virtual Senate meeting must sign in at umd.zoom.us before clicking on the meeting link.

Senate Orientation: Dugan stated that Director Montfort had created a Senate Orientation presentation this year in lieu of her annual presentation at the September Senate meeting in order to allow more time for the President's *State of the Campus* address and business at Senate meetings. She encouraged Senators to view the presentation at <https://go.umd.edu/senate-orientation>.

Nominations Committee: Dugan stated that outgoing Senators should have received an email about volunteering for the Nominations Committee. The Committee solicits nominations for the Chair-Elect and membership on the Senate Executive Committee, Committee on Committees, and other University-wide committees and councils. The Nominations committee will meet between January and April. Senators who are interested in serving can submit their application by October 16, 2020, and the Senate will vote on the membership in December.

TECHNICAL REVISIONS TO THE UNIVERSITY OF MARYLAND NON-DISCRIMINATION POLICY AND PROCEDURES (SENATE DOCUMENT #20-21-05) (INFORMATION)

Chair Dugan stated that this item is a technical amendment. She noted that revisions to the University of Maryland Non-Discrimination Policy and Procedures were made to update any references to the recently renamed interim University of Maryland Policy and Procedures on Sexual Harassment and Other Sexual Misconduct.

Dugan noted that the technical amendment has already been reviewed by the Senate leadership and approved by the President and does not require any further action but is provided as an information item for the Senate.

REVIEW OF THE UMCP POLICIES AND PROCEDURES CONCERNING TELEPHONE SYSTEM USAGE (SENATE DOCUMENT #19-20-51) (ACTION)

Jeffrey Klauda, member of the Information Technology (IT) Council, presented the council's recommendations and provided background information.

Dugan thanked Klauda and opened the floor to discussion.

Senator Katz, graduate student, requested assurance that there will not be arbitrary changes to the telephone policy in the future justified as security concerns.

Klauda referred the question to Hollingsworth. Hollingsworth responded that there are guidelines consistent with the Policy on Acceptable Use of Information Technology Resources that authorize the creation of security standards by the Division of Information Technology (DIT) and the Chief Information Officer (CIO). The Board of Regents (BOR) has delegated authority to the CIOs of all campuses to create security standards as necessary, and the standards are consistent with the Policy on campus.

Hearing no further discussion, Dugan called for a vote on the revisions to the policy. The result was 103 in favor, 4 opposed, and 7 abstentions. **The proposal passed.**

REVISIONS TO THE COLLEGE OF INFORMATION STUDIES (INFO) PLAN OF ORGANIZATION (SENATE DOCUMENT #12-13-37) (ACTION)

Marcia Shofner, Chair of the Elections, Representation, and Governance (ERG) Committee, presented the revised Plan and provided background information.

Dugan thanked Shofner and opened the floor to discussion; hearing none, she called for a vote on the revised Plan. The result was 115 in favor, 2 opposed, and 3 abstentions. **The proposal passed.**

SPECIAL ORDER

Jack Blanchard

Associate Provost of Enterprise Resource Planning

The Elevate Project: Next Generation Administrative Computing at UMD

Chair Dugan introduced Jack Blanchard, Associate Provost of Enterprise Resource Planning, and invited him to provide his presentation.

Blanchard provided an overview of the Elevate Project, which seeks to modernize the campus computing systems. The Project will centralize functions of the University's obsolete Enterprise Resource Planning (ERP) mainframe computing systems into a single cloud-based system. The University's current systems are not interconnected, and a failure of the Student Information System (SIS) would prevent the University from conducting basic functions.

- The Elevate Project will provide a positive user experience; make the University more efficient; allow for accurate collection, analysis, and reporting of data; ensure data security and privacy; and ensure system reliability.
- The University will partner with Huron and Workday on implementation.
- The project will be proposed to the Board of Regents (BOR) in November 2020, and if approved, to the Department of Public Works in December 2020.
- The start date will be January 2021 and the system will go live in fall 2026.
- The project will cost approximately \$145 million over six years and will be funded by internal sources through FY 2021.
- Funding details are being determined but will involve the University, the University System of Maryland (USM) and other related entities using the ERP, and a student fee starting in FY 2024 that will need to be discussed and approved.

Dugan thanked Blanchard and opened the floor to questions and comments.

Senators expressed concern over the use of student fees to fund this project, stating that the financial burden on students is an equity concern, which would particularly impact graduate

students on a fixed income, and fee-paying students may not benefit from the project as it will take years to implement.

Senators also expressed concerns about the corporatization of the University, and requested information about integrations between current software programs.

Senators questioned the University's commitment to spending a large sum during a budget crisis, requested information on the cost-per-student comparison with other Universities, and inquired if the Elevate Project had been raised with the state legislature.

Blanchard responded that it is necessary to implement the project as the current systems are at risk of failure and have no backup. He shared that the new program has been adapted to higher education and is in use by 27 R1 Institutions, and will be integrated with existing software. Contracts for this project will need to be approved by the BOR and the Department of Public Works.

SPECIAL ORDER

Lisa Taneyhill

Chair of the Research Council

Update on the Development of the University of Maryland Policy and Procedures for the Establishment and Review of Centers and Institutes

Dugan introduced Lisa Taneyhill, Chair of the Research Council, and invited her to provide her presentation.

Taneyhill shared that the Research Council has been working on reviewing and revising the University Centers and Institutes Policy for the past year, and is in the final stages of considering policy revisions. The Council seeks to solicit additional input based on the feedback received after preliminary revisions were presented to the Senate last year.

Taneyhill summarized the committee's work to date and reviewed the guiding principles:

- A central database is needed.
- Current levels of group, center, and institute should be retained.
- A common proposal with key elements to create new centers or institutes is needed. Proposals and reviews should consider the University's research, teaching, and service mission.
- The initial review of a center or institute should be considered a milestone, and review processes should be specified and vary based on the type of level of center or institute.
- Sunset provisions should be specified after a negative review rather than required to be built in from the outset, and termination procedures may be initiated as a result of a negative review or outside of a review.

In response to feedback, the Research Council has incorporated a director review process in consultation with the Associate Provost for Faculty Affairs which mirrors the review of department chairs, and made organizational and stylistic changes to the Policy.

Taneyhill requested feedback on the Director Review process for Centers and Institutes, which is the most substantive change made since the last presentation to the Senate. The Research Council plans to present the final Policy at the December Senate meeting.

Dugan thanked Taneyhill and opened the floor to questions and comments.

Senators suggested that Directors should not be reviewed at the same time that centers and institutes are being reviewed; variations in the review process based on the size of the center or institute and amount and sources of funding should be considered; the review period should be aligned with the seven-year timeframe for the review of academic units; and the similarities and differences in the review process in comparison to academic departments should be clarified.

A Senator asked for clarification that existing centers which might not meet standards proposed will be grandfathered in or reclassified at re-review.

Taneyhill stated that all current centers will be put on a review cycle if they are not already on a cycle, and those items would be addressed during the review.

Dugan encouraged Senators to provide additional feedback by using the web form.

NEW BUSINESS

There was no New Business.

ADJOURNMENT

The meeting was adjourned at 4:55 p.m.



CALL TO ORDER

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

Dugan stated that the Senate Executive Committee (SEC) had set the agenda with two Special Order presentations at the end of the meeting in order to ensure that the action items on the agenda could be completed, while allotting the remainder of the time to the presentations. She asked if there were any objections to the order of the agenda; hearing none, she proceeded with the meeting.

Dugan asked if there were any objections to limiting speakers to two minutes each on each agenda item or motion for the entire meeting in order to allow as many people as possible to speak. She noted that speakers would not have the ability to speak again until all others have had an opportunity to do so. Dugan stated that there would be a timer on the screen to help speakers manage their time. Hearing no objections, she proceeded with the meeting.

APPROVAL OF THE OCTOBER 7, 2020 SENATE MINUTES

Chair Dugan asked if there were any corrections to the minutes as distributed.

Senator Lanford, faculty, Division of Research, made a motion to postpone consideration of the October 7, 2020 Senate meeting minutes to the December 8, 2020 Senate meeting in order to allow time for the Senate to vote on the amendments related to aligning the Senate *Bylaws* with current practice on the minutes that will be considered under New Business. She stated that any amendment that is approved by the Senate at this meeting would still need to be approved by the President before it is codified so postponing the approval of these minutes would allow them to be considered under the amended *Bylaws*.

The motion was seconded. Dugan opened the floor to discussion of the motion.

Lanford clarified that the motion will allow the Senate to move through this section of the meeting in an expedient manner and base the approval of the minutes on the amended *Bylaws* once they are aligned with current practice.

Hearing no further discussion, Dugan called for a vote on the motion. The result was 88 in favor, 8 opposed, and 7 abstentions. **The motion to postpone the approval of the October 7, 2020 minutes to the December 8, 2020 Senate meeting passed.**

REPORT OF THE CHAIR

Meeting Logistics: Chair Dugan provided an overview of meeting logistics for Senators including: the use of TurningPoint to vote whenever a voting slide is on the screen; the use of the Raise Hand feature in the participants window in Zoom if Senators would like to speak; and the use of the Coffee Mug feature in Zoom to make a point of information to get additional context, or a point of

personal privilege to report potential Zoombombing. She also noted that due to a change in Zoom features that prevents hosts from “force unmuting” participants, Senators should make sure to look for a “request to unmute” and unmute themselves when recognized to speak.

BTAA Governance Leaders Conference: Chair Dugan stated that Past Chair Lanford, Director Montfort, and her had attended the annual Big 10 Academic Alliance Governance Leaders Conference October 15-16, 2020, virtually at the University of Nebraska. Topics addressed included institutional responses to COVID-19, the Land-Grant Mission in the Age of COVID, electronic governance, academic freedom and leave without pay/suspension policies, Title IX responses, challenges and opportunities in higher education, and issues related to racisms, bias, and community safety. These topics were very relevant to the issues facing the University, so Dugan noted that it was an excellent opportunity to share best practices in higher education.

Board of Regents’ Staff Awards: Dugan stated that the Staff Affairs Committee is currently accepting nominations for the annual Board of Regents’ Staff Awards, which are the highest System-wide recognition of the exceptional work done by staff members across the University System of Maryland. Awards are presented to employees who have demonstrated excellence in one of five categories. Exempt and non-exempt staff who have been with the University for at least five years are eligible for nomination, and any member of the University community can nominate an eligible staff member. Nomination packages must be submitted to the Senate Office by Friday, November 13, 2020.

SEC Charge to ERG: Dugan noted that in order to address Senators’ concerns that have been raised about Senate processes outside of Senate meetings, as well concerns raised during the proceedings at the last two Senate meetings, the Senate leadership asked the Senate Executive Committee to charge the Elections, Representation, and Governance (ERG) Committee with a comprehensive review of the Senate *Bylaws* to ensure alignment with current practices. The Senate leadership takes these concerns seriously and has worked to find a balance to allow any concerns about Senate processes and procedures to be addressed constructively and ensure that the Senate is still able to conduct its business at each of its meetings. She suggested that any Senators who have concerns about the alignment of the *Bylaws* with current practice can raise them with the ERG Committee during the course of its review.

PCC PROPOSAL TO ESTABLISH A POST-BACCALAUREATE CERTIFICATE IN TECHNOLOGY MANAGEMENT (SENATE DOCUMENT #20-21-12) (ACTION)

Betsy Beise, member of the Programs, Curricula, and Courses (PCC) Committee, presented the proposal and provided background information.

Dugan thanked Biese and opened the floor to discussion of the proposal; hearing none, she called for a vote. The result was 105 in favor, 3 opposed, and 3 abstentions. **The proposal passed.**

PCC PROPOSAL TO ESTABLISH A POST-MASTER’S CERTIFICATE IN BILINGUAL SPEECH-LANGUAGE PATHOLOGY FOR PRACTITIONERS (SENATE DOCUMENT #20-21-13) (ACTION)

Betsy Beise, member of the Programs, Curricula, and Courses (PCC) Committee, presented the proposal and provided background information.

Dugan opened the floor to discussion of the proposal; hearing none, she called for a vote. The result was 114 in favor, 2 opposed, and 3 abstentions. **The proposal passed.**

SPECIAL ORDER

Damon Evans
Director of Athletics
State of Maryland Athletics

Chair Dugan introduced Damon Evans, Director of Athletics, and invited him to provide his presentation.

Evans summarized the reinvention of the Athletics program in response to three major events, which have upended the intercollegiate athletics model: the COVID19 pandemic, racism and social injustice, and paying student athletes for the use of their name, image, and likeness. Evans commended the outstanding efforts of the medical team and training staff, emphasized the University's unwavering commitment to diversity and inclusion, and praised the resiliency of the University's student athletes.

The COVID-19 Pandemic

- The decision to start and restart Athletics was made under the guidance of medical professionals conducting daily antigen testing and symptom check-ins for student athletes.
- Only football and men's and women's basketball will be competing this fall; all other sports will start in the new year and schedules are still being developed.
- Scholarships will be honored for any student-athletes who opt-out of participating.
- Many head coaches have continued to volunteer to take pay reductions to mitigate the impact of COVID-19 related budget cuts.

Racism and Social Injustice

- Student athletes spearheaded the VOTERP initiative to educate voters and open XFinity Center as an early polling site.
- Student athletes on the football team replaced the names on their game jerseys with expressions of solidarity.
 - The University amplified their voices by adding stencils to the football field visible to television audiences, and releasing a video from student athletes.
- Athletics has hired a Senior Associate Athletic Director of Diversity, Equity, and Inclusion, Cynthia Edmunds, to enhance and better align the culture, climate, and community.

Compensating Student Athletes

- Athletics has developed a five part strategy in anticipation of the NCAA passing legislation to permit student athletes to be compensated for the use of their name, image, and likeness:
 - Advocate for student athletes;
 - Educate student athletes on what they can and cannot do;

- Create content to provide personalized videos and pictures to student athletes so they can grow their social media following;
- Showcase student athletes in the media market; and
- Advise student athletes on how to benefit from new opportunities while complying with NCAA rules.

Evans emphasized the integration of Athletics with the University, and provided suggestions for harnessing the media coverage of Maryland Athletics to benefit the broader work of the University.

Dugan thanked Evans and opened the floor to questions.

- Senators expressed their appreciation for the University supporting initiatives for compensating student athletes for the use of their name, image, and likeness; and giving athletes the freedom to express themselves in support of social justice issues.
- Senators also noted that athletes are still compensated in the form of scholarships, travel expenses, and coaching.
- Senators expressed appreciation for progress the University has made in medical oversight and review of the Athletics program.
- Senators inquired about the funding sources for paying student athletes, and asked questions about the current COVID-19 positivity rate, the percentage of student athletes who opt-out of competition, how long student athletes who opt-out of competition will keep their scholarships, and how they will be re-incorporated into their teams.
- Evans clarified that the University does not set aside funding for compensating student athletes. Evans stated that the current COVID-19 positivity rate is around 2.2%, and the University will honor scholarships. Evans shared that as the Big 10 revamped its medical protocols, more student athletes opted back into competition. All services are available for student athletes who opt out, except for training with the team, which requires separate medical protocols. An acclimation period will occur to allow for student athletes to return to competition.
- Senators also inquired if athletes will receive a financial education on how to handle outside contracts; and if there are outreach programs.
- Evans stated that student athletes will receive education in financial literacy, and provided an overview of current outreach programs and future partnerships.

Evans thanked the Senate Leadership and the SEC for meeting with Athletics after the passing of Jordan McNair, and helping to guide Athletics in coming up with an autonomous health care model. Dugan thanked Evans for his presentation and encouraged Senators to send any additional questions to the Senate Office so they could be forwarded to Evans for a response.

SPECIAL ORDER

Oscar Barbarin (co-chair)
Professor, Department of African American Studies

William Cohen (co-chair)
Associate Provost & Dean of Undergraduate Studies

Cynthia Kay Stevens
Associate Dean of Undergraduate Studies
Report of the Diversity Education Task Force

Chair Dugan introduced Oscar Barbarin, Professor in the Department of African American Studies (co-chair), William Cohen, Associate Provost & Dean of Undergraduate Studies (co-chair), and Cynthia Kay Stevens, Associate Dean of Undergraduate Studies to provide their presentation.

Cohen thanked the Senate for allowing them to share their presentation.

Stevens provided background information on the Diversity Education Task Force (DETF):

- The Joint President/Senate Inclusion and Respect Task Force released a report in 2018, which delegated educational and curricular elements to the DETF.
- The DETF was charged with considering how education and civic issues could contribute to students' capacities, making recommendations for improving them, and looking at general educational efforts, and civic education and engagement.
- Committee work was largely completed by March 2020.
- In September and October 2020, DETF sought feedback from key constituents and fine-tuned recommendations.

Barbarin presented the DETF's findings:

The 2016 ASHE Report

- Campus infrastructure has a huge impact on teaching and learning about identity based differences;
- Effective programs support students' identity based development and promote perspective-taking, empathy, and intergroup learning;
- First year experiences are formative; greater attitude change occurs with 2+ courses; and
- Faculty need ongoing development to create inclusive classrooms.

Current Understanding of Diversity Education

- The University has a patchwork of varied efforts, some of which are college-specific.
- GenEd requirements are two Diversity courses; there are a wide range of optional experiences.

Current Campus Climate

- Hate-bias incidents have created uncertainty regarding campus leaders' commitment to diversity & inclusion;
- Black and Latinx members feel less safe and question institutional commitment; and
- Current initiatives can duplicate effort and isolate impact.

Barbarin summarized goals and key constraints for proposed changes in diversity & civic engagement education.

Goals:

- Reflect how culture and background factor into identity formation;
- Recognize how societies have embedded systems that promote inequality;
- Develop empathy for social and material costs of exclusion & marginalization;
- Respect cultural differences, including internalization of University values; and
- Develop communication skills to engage and communicate constructively with others different from themselves.

Constraints:

- Changes should not hinder degree progress by adding more credit hours;
- Voluntary activities should be incorporated with required ones to reduce pushback;
- All members of the University community need to be involved in this initiative;
- Colleges should be involved in development and delivery to their students; and
- Requirements should be scaled and deployed to not overload TLTC and ODI staff.

Cohen summarized the DETF's recommendations:

- Create introductory activities for new students which communicate the University's values and incorporate UNIV100 enhancements, and incentivize instructors and students to participate in First Year Book activities;
- Modify the diversity requirement category labels and learning outcomes for General Education (including a required outcome focused on racism) and require one course in each diversity category, and incorporate more explicit diversity content into Academic Writing and Oral Communication;
- Offer optional diversity and civic engagement credentials, including microcredentials and expanding available programs; and
- Ask all departments to include discipline-relevant diversity education into their majors.

Dugan thanked Stevens, Barbarin, and Cohen, and opened the floor to questions.

- Senators expressed concern that the initiative may focus on social categories of diversity over ideological diversity, focusing on addressing racism instead of other forms of oppression that intersect with racism, such as gender or disability; and that students who are relatively unaffected by forms of oppression will be incentivized to pursue microcredentials.
- Barbarin stated that the focus of the task force is on social categories, and the task force aims to promote an intersectional approach to show how race interacts with forms of oppression.
- Senators asked questions about the timeline for implementing these requirements, and if transfer students will need to meet these requirements.
- Cohen stated that the proposed recommendations will likely take a number of years to implement, as they need to go through the Senate approval process prior to development of the new category of courses. Cohen shared that different layers were built into the

requirements in part so transfer students who would not take Gen Ed requirements at the University would receive discipline specific upper-level diversity education.

- Senators asked how students can handle contradicting experiences between what they learn in classes and what they may experience on campus as a member of a marginalized group.
- Barbarin shared that he hopes that the underlying change would be towards more empathetic behavior rather than a transactional relationship, and that focusing on developing the core values of the University through the curriculum will create an auspicious environment where students will feel that they can express their concerns.
- Senators expressed appreciation for faculty training and development in diversity issues, and stated a need for universal design for campus community members with physical disabilities.
- Barbarin stated that universal design is beyond the purview of the task force.

Dugan thanked Stevens, Barbarin, and Cohen, and encouraged Senators to send additional questions to the Senate Office to forward to them.

NEW BUSINESS

Chair Dugan stated that the Senate received two separate amendments to the *Bylaws* for consideration that address minute-keeping procedures. She noted that the Senate will consider the amendment from each Senator separately and will vote on all three modifications by each Senator in a single vote. Both amendments were provided to Senators by email prior to the meeting.

Dugan explained that when multiple competing amendments are submitted, *Robert's Rules* states that the Chair should arrange amendments in a logical order, taking the least inclusive amendment first. She stated that the Senate will consider Senator Lanford's amendment first, as these two amendments are identical except for an additional phrase in Senator Sparks's amendment to Article 11.1.a. Based on the outcome of the vote on Senator Lanford's amendment, Dugan explained that the Senate will either consider Senator Sparks's amendment in whole, or just the additional sentence that differentiates the two amendments. Dugan provided an overview of voting procedures for the decisions and related actions or changes to the *Bylaws* language.

Dugan invited Senator Lanford to propose her amendment. Lanford made a motion to amend the Senate *Bylaws* as follows:

5.3.b ~~Action m~~ Minutes of the proceedings of each committee meeting shall be kept ~~in accordance with Robert's Rules of Order for Small Committees~~.

7.3.c Minutes: ~~Action m~~ Minutes of the special committee's proceedings shall be kept ~~in accordance with Robert's Rules of Order for Small Committees~~.

11.1.a The minutes shall include ~~only~~ actions and business transacted, **at a minimum**. They shall be submitted to the Senate for approval. Copies of the approved minutes shall be made available to all chief administrative officers of Colleges, Schools, departments, and other units, and to the campus news media.

Senator Lanford explained that the purpose of the amendment is to delete more restrictive language in the *Bylaws* in order to align it with current minute-keeping practices that provide more detailed information in the minutes.

The motion to amend the *Bylaws* was seconded. Dugan opened the floor to discussion of Senator Lanford's amendment.

Senator Iliadis, faculty, A. James Clark School of Engineering, expressed support for the amendment and inquired how long recordings of the Senate meetings are kept.

Dugan stated that recordings of the meetings are archived in the University Libraries indefinitely and can be requested through the Archives.

Senator Callaghan, faculty, College of Arts & Humanities, stated her support for the amendment, as the more information disseminated is better for transparency and improving the University as a whole.

Hearing no further discussion, Dugan called for a vote on Senator Lanford's amendment to the *Bylaws*, and stated that an amendment to the *Bylaws* requires a $\frac{2}{3}$ vote in favor to pass. The result was 112 in favor, and 7 opposed. **The motion to amend the Senate *Bylaws* passed.**

Dugan stated that the Senate will now consider the amendment by Senator Sparks. Because Senator Lanford's amendment passed, the only remaining element of Senator Sparks's amendment is the additional clause in 11.1.a.

Dugan invited Senator Sparks to propose his amendment. Senator Sparks made a motion to amend the Senate *Bylaws* as follows:

11.1.a The minutes shall include actions and business transacted, at a minimum. **In cases of discrepancies between the minutes and the Senate recordings, the recordings supersede the minutes.** They shall be submitted to the Senate for approval. Copies of the approved minutes shall be made available to all chief administrative officers of Colleges, Schools, departments, and other units, and to the campus news media.

The motion was seconded.

Dugan reminded the Senate that the Senate Parliamentarian has advised that this amendment conflicts with the passage in *Robert's Rules* that states, *the minutes comprise the official record of the assembly's proceedings*. He also advised that *Robert's Rules* states that, *any such record or transcript of the proceedings prepared for publication, however, does not take the place of the minutes*.

Senator Sparks, non-exempt staff, explained that passages in *Robert's Rules* state that what the Senate decides is in the *Bylaws* supersedes *Robert's Rules*. Senator Sparks stated that the reason for the amendment is for increased transparency in the Senate. In cases when the Senate Staff is not being as fair to outsiders trying to get information from the Senate as possible, it would ensure that there is a requirement that state that the recordings should take precedence over the minutes

because they have more detail and therefore can be a better use for holding the Senate accountable and giving more transparency for this body.

Senator Giovacchini, faculty, College of Arts & Humanities appreciated the spirit of the amendment, but expressed concern that the amendment could open the door to endless discussion of what constitutes a discrepancy, and suggested finding a different way to address the problem.

Senator Rozman, non-exempt staff, expressed support for the amendment, for the sake of transparency, that a recording would have more detail.

Senator Lanford, faculty, Division of Research made a motion to extend the meeting by 10 minutes to complete this particular business. The motion was seconded. Dugan called for a vote on the motion and stated that a $\frac{2}{3}$ vote is needed in order for the motion to pass. The result was 85 in favor and 22 opposed. **The motion to extend the meeting passed.**

Senator Ashour-Bailey, exempt staff, expressed support for transparency in the Senate, and expressed concerns over this language causing unnecessary discussion about discrepancies between recordings and minutes.

Dugan clarified that the purpose of the amendment is not to compare minutes and recordings.

Senator Sparks clarified that his intention in proposing the amendment is for more accountability for the Senate, and that recordings should take precedence because the minutes are just a summary of proceedings.

Dugan clarified that the recordings and minutes are available to the public and archived in the University Library.

Senator Lanford stated that there are instances where the minutes are more accurate than the recordings, because the Senate Office Staff must often fill in names, and affiliations, and details not provided during the meetings. She also stated that the Senate, as a body approves the minutes and that is not the case for the recordings. Lanford explained that if the Senate is already approving the minutes, it seems duplicative to state that the recordings are basically a second set of minutes, especially because no one is comparing the two to ensure accuracy. Because the minutes and recordings are both publicly available, she stated that there is no issue in terms of transparency. In terms of what the public has access to, Lanford stated that she does not see a problem and that she does not see the point in having this statement in there.

Dugan stated that there was only time for one more comment before the Senate had to move to a vote on the amendment based on the time remaining in the meeting.

Senator Huard, faculty, College of Computer, Mathematical, & Natural Sciences, expressed concern over the word discrepancy suggesting an error in the minutes, and asked if there was a mechanism for suggesting changes to the minutes prior to approval. He stated that he agreed with Senator Lanford.

Dugan called for a vote on Senator Sparks's amendment to the *Bylaws*. The result was 28 in favor, and 73 opposed. **The motion to amend the Senate *Bylaws* failed.**

ADJOURNMENT

The meeting was adjourned at 5:10 p.m.



Apportionment of the University Senate

PRESENTED BY Marcia Shofner, Chair

REVIEW DATES SEC – November 18, 2020 | SENATE – December 8, 2020

VOTING METHOD For Information Only

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

NECESSARY APPROVALS N/A

ISSUE

The University of Maryland Plan of Organization for Shared Governance requires in section 3.8.a that the University Senate be reapportioned every five years in order “to reflect more accurately the composition of the University community.” The Elections, Representation, & Governance (ERG) Committee is charged in the *Bylaws of the University Senate* with determining the correct apportionment for all constituencies every five years. In accordance with these provisions, in January 2020, the Senate Executive Committee (SEC) voted to charge the ERG Committee with calculating a new apportionment for all Senate constituencies in order to align Senate seats with current population data and constituency guidelines, and with recommending a transition plan for any reductions in seats, if necessary, in order to maintain an appropriate stagger of Senate seats.

RECOMMENDATIONS

The Elections, Representation, & Governance (ERG) Committee recommends that its calculations on apportionment, as shown immediately following this report, be accepted and implemented for the next election cycle.

The ERG Committee recommends that the Senate Office should take appropriate steps to maintain a stagger for Senate seats, in keeping with the principle that one-third of the Senators in a specific category should turn over at one time. In assigning term years for new Senate seats, the Senate Office should prioritize longer terms wherever possible. In phasing out seats where the apportionment results in fewer representatives, the Senate Office should seek to eliminate seats where the stagger is off-balance.

The ERG Committee recommends that Colleges should determine how to revise their sub-apportionments between departments to accommodate any gains or losses in Faculty Senate seats as needed.

The ERG Committee recommends that for the PTK Faculty Senator seats in SVPAAP and VPR, the Senate Office should provide a list of eligible faculty to the unit each year so that the unit can appropriately conduct its election processes.

COMMITTEE WORK

The ERG Committee began its work on the charge at its meeting on February 28, 2020. The committee reviewed relevant sections of the Plan and *Bylaws*, and the committee's previous work on apportionment in 2015. To calculate apportionment, the ERG Committee works with the Office of Institutional Research, Planning, and Assessment (IRPA) to gather population using data from the fall data freeze, which provides a snapshot of the University population in time, and divide the data into categories that match Senate constituency groups. Once the data is finalized, the committee uses the ratios provided in the Plan and *Bylaws* to calculate the correct number of Senate seats.

In spring 2020, representatives of the committee provided IRPA with constituency definitions for population groups. In summer 2020, IRPA provided population counts collected from its spring 2020 data freeze for testing. The committee consulted with the Senate Leadership, which determined that it would be best to use spring 2020 data for apportionment calculations due to the potential impact of the COVID-19 pandemic on University populations.

The ERG Committee reviewed population data and completed its final calculations at its meeting on November 4, 2020. The committee's calculations can be found in the enclosed report. The new apportionment results in an increase in the total number of Senate seats from 224 to 239, in large part due to increases in representation for PTK faculty. The committee also discussed recommendations related to the adding and removal of the new Senate seats.

On November 4, 2020, the ERG Committee voted to approve the revised apportionment and its recommendations for transitioning Senate seats.

ALTERNATIVES

Not applicable.

RISKS

There are no known risks to the University.

FINANCIAL IMPLICATIONS

There are no known financial implications.



Apportionment of the University Senate

2020-2021 Committee Members

Marcia Shofner (Chair)
MacKenzie Allen (Undergraduate Student)
Sarah Babineau (Ex-Officio Director of Human Resources Rep)
Holly Brewer (Faculty Senator)
Leigh Ann DePope (Faculty)
Samaa Eldadah (Undergraduate Student)
Abigail Esquivias (Graduate Student Senator)
Ursula Gorham-Oscilowski (Faculty)
Robert Koulisch (Faculty)
Sharon La Voy (Ex-Officio Associate VP IRPA Rep)

Calvin Oates (Exempt Staff)
Alan Peel (Faculty)
Matthew Salerno (Undergraduate Student)
Jacob Scocca (Graduate Student)
Nathan Sparks (Non-Exempt Staff Senator)
Hilary Thompson (Faculty)

Date of Submission

November 2020

BACKGROUND

The University of Maryland Plan of Organization for Shared Governance requires in section 3.8.a that the University Senate be reapportioned every five years in order “to reflect more accurately the composition of the University community.” The Elections, Representation, & Governance (ERG) Committee is charged in the *Bylaws of the University Senate* with determining the correct apportionment for all constituencies every five years. In accordance with these provisions, in January 2020, the Senate Executive Committee (SEC) voted to charge the ERG Committee with calculating a new apportionment for all Senate constituencies in order to align Senate seats with current population data and constituency guidelines, and with recommending a transition plan for any reductions in seats, if necessary, in order to maintain an appropriate stagger of Senate seats (Appendix 3).

COMMITTEE WORK

The ERG Committee began its work on the charge at its meeting on February 28, 2020. The committee reviewed relevant sections of the Plan and *Bylaws*, and reviewed the ERG Committee’s past work on apportionment in 2015 ([Senate Document #14-15-35](#)). The committee learned that the ratios on which Senate representation is based were determined by the Plan of Organization Review Committee ([Senate Document #14-15-19](#)), and were established in the Plan and *Bylaws* in 2015 ([Senate Document #14-15-20](#)). The ERG Committee was charged to apply the ratios within the Plan and *Bylaws* to current University population data to calculate the number of Senate seats in each constituency prior to the 2020-2021 elections.

In spring 2020, in order to facilitate the ERG Committee’s work, representatives of the committee met with the Office of Institutional Research, Planning, and Assessment (IRPA) to discuss the apportionment process, and provided IRPA with constituency definitions used to guide the development of query parameters for this apportionment. The committee met with representatives from IRPA at its September 9, 2020 meeting to review the constituency definitions, updated query parameters, and the apportionment process.

The ERG Committee worked closely with IRPA throughout the course of its review. It reviewed population data and completed its final calculations at its meeting on November 4, 2020.

Apportionment Ratios and Application of Ratios

Article 3 of the Plan specifies the definitions of constituency groups and the ratios by which Senate representation is determined, as follows:

Faculty Senators

- Article 3.2.b.(1):“One faculty Senator shall be elected by the tenured or tenure-track faculty for each 15 faculty members as defined in 3.2.a.(1) above, or major fraction thereof (8 or more).”
- Article 3.2.b (2):“One faculty Senator shall be elected by the professional track faculty for each 30 faculty members as defined in 3.2.a.(2) above, or major fraction thereof (16 or more).”

Staff Senators

- Article 3.3.b: “One staff Senator shall be elected for each 200 staff constituents or major fraction thereof (101 or more) in each category.”

Undergraduate Student Senators

- Article 3.4: Full-time undergraduate students are represented by one elected Senator for every 1,000 undergraduate students.
- Full-time graduate students are represented by 10 Senators elected at large.

Changes in Senate Representation Since the 2015 Apportionment

The data provided by IRPA reflected recommendations made by the ERG Committee after the previous apportionment. Since the last apportionment, the College of Information Studies and the School of Public Policy have created new undergraduate programs, and as a result, the ERG Committee added new student representation. Article 3.4.a.(1) of the Plan states that “each College or School with undergraduate enrollment and the Office of Undergraduate Studies shall be represented by at least one undergraduate student Senator.” In 2017, the ERG Committee applied the apportionment ratio identified in Article 3.4.a of the Plan to the enrollment numbers for both new programs, which were provided by the Office of the Registrar, resulting in an increase of two undergraduate Senate seats ([Senate Document #16-17-27](#)).

Two recommendations for PTK faculty representation were made since the 2015 apportionment. In December 2015, the *Bylaws* were amended to include faculty with visiting titles who have been at the University for more than two years in the part-time PTK single member constituency, to ensure that long-term members of the University community are appropriately represented ([Senate Document #15-16-15](#)). In accordance with a memo from the ERG Committee to the Senate Office dated January 22, 2018, full-time and part-time teachers in the Center for Young Children and Professors of the Practice were included in the relevant population counts for the full-time and part-time PTK constituencies, as both categories are considered faculty positions.

Calculating Apportionment Based on Population Data

To conduct apportionment, the ERG Committee works very closely with IRPA to gather population data for each Senate constituency group. IRPA shares data collected from its spring and fall data

freezes with the committee, which provide population numbers for the University at a snapshot in time. The ERG Committee and IRPA then work together to determine how the data should be divided in order to match Senate constituency groups, based on the eligibility provisions in the Plan and *Bylaws*.

In summer 2020, IRPA provided population counts to the Senate Office using data from the spring 2020 freeze to allow for testing to determine whether the constituency parameters used to divide the data were appropriate. In fall 2020, the committee worked with IRPA to refine the parameters to align with Senate constituency groupings.

Apportionments have used data from IRPA's fall data freeze in order to calculate Senate representation based on the most current data available at the time of apportionment. This data is frozen on the same day each October, extensively cleaned by IRPA, and used for reporting to state and federal governments. In September 2020, representatives from IRPA expressed concerns that data from the upcoming fall data freeze may not be representative of the University population, due to the COVID-19 pandemic, which has had an impact on various constituency populations. IRPA suggested the committee may wish to consider using spring 2020 data. In response to IRPA's concerns, the ERG Committee consulted with the Senate Leadership, which determined that it would be best to use spring 2020 freeze data for apportionment calculations in order to ensure that Senate representation is unaffected by any temporary impacts on populations due to COVID-19.

Necessary Adjustments to IRPA Data

The data provided by IRPA was adjusted to align with Senate constituency definitions in a few ways before being finalized. Section 3.6.c of the Plan provides representation for deans apart from faculty, stating that "All academic and administrative deans shall be voting ex officio Senators." Accordingly, deans were removed from population data to avoid being counted twice, both as a dean and a member of the faculty constituency from their unit. After consulting with the Office of the Senior Vice President and Provost (SVPAAP) and Education Abroad, exchange students were removed from the population counts, as they are enrolled at other institutions and attend the University for a year or less.

Following the eligibility instructions in the Plan, IRPA pulled professional track (PTK) faculty data based on their primary appointment. The final data showed five faculty members with primary appointments in the Office of Undergraduate Studies (UGST), which is outside of a traditional College, School, or Division where the Senate had previously agreed to grant representation. After consideration, these faculty, four of whom are members of the new University Honors program, were included under SVPAAP, as UGST is not an academic college and reports to SVPAAP. In making this decision, the committee also acknowledged the difficulty for a small number of faculty members to consistently fill a Senate seat, and the equity imbalance involved with giving one seat to five PTK faculty compared to other Colleges that have one seat for 30 PTK faculty.

Finally, adjustments were considered for faculty who hold joint appointments of equal time in two or more Colleges. Section 3.2.c of the Plan states that "Faculty who hold joint appointments of equal time in two or more academic or administrative units may vote in or be elected to a Senate seat from only one of those units. Such individuals may be asked by the Office of the University Senate to indicate in which unit they wish to have voting representation. Individuals may change their voting representation only when the Senate is reapportioned."

In accordance with the Plan, in October 2020, IRPA provided a list of faculty with appointments evenly divided between Colleges. The committee contacted all appropriate faculty to ask them to choose in which College they would like to be represented on the Senate; the notification indicated that if the faculty member did not respond, their representation would default to their tenure home. Out of 17 faculty members contacted, four responded, and each indicated that they would like to be represented according to their tenure homes. Therefore, no adjustments to the data to accommodate faculty with joint appointments was necessary.

Changes in Senate Representation Since the 2015 Apportionment

The data provided by IRPA reflected recommendations made by the ERG Committee after the previous apportionment. Since the last apportionment, the College of Information Studies and the School of Public Policy have created new undergraduate programs, and as a result, the ERG Committee added new student representation. Article 3.4.a.(1) of the Plan states that “each College or School with undergraduate enrollment and the Office of Undergraduate Studies shall be represented by at least one undergraduate student Senator.” In 2017, the ERG Committee applied the apportionment ratio identified in Article 3.4.a of the Plan to the enrollment numbers for both new programs, which were provided by the Office of the Registrar, resulting in an increase of two undergraduate Senate seats ([Senate Document #16-17-27](#)).

Two recommendations for PTK faculty representation were made since the 2015 apportionment. In December 2015, the *Bylaws* were amended to include faculty with visiting titles who have been at the University for more than two years in the part-time PTK single member constituency, to ensure that long-term members of the University community are appropriately represented ([Senate Document #15-16-15](#)). In accordance with a memo from the ERG Committee to the Senate Office dated January 22, 2018, full-time and part-time teachers in the Center for Young Children and Professors of the Practice were included in the relevant population counts for the full-time and part-time PTK constituencies, as both categories are considered faculty positions.

Review of Apportionment Calculations

At its meeting on November 4, 2020, the ERG Committee reviewed the Spring 2020 data divided by Senate constituency group and a draft apportionment based on the representation ratios in the Plan and *Bylaws*.

The data provided by IRPA from the spring 2020 data freeze show a few notable changes in University populations, including a significant increase in the number of PTK faculty and a decrease in the number of T/TT faculty, since the 2015 apportionment. According to data reports produced by IRPA which can be filtered by PTK indicators (<https://reports.umd.edu/>), increases in full time PTK in Senate constituency groups over time have generally matched increases in full time PTK faculty for ARHU, AGNR, and ENGR. Growth in BSOS, CMNS, and SPHL is concentrated in the titles of Faculty Specialist, Senior Faculty Specialist, and Senior Lecturer. IRPA indicated to the committee that data used to calculate the 2015 apportionment was likely pulled by title, as there was no PTK indicator in the IRPA data warehouse at that time.

The ERG Committee’s calculations for apportionment based on Spring 2020 population data can be found in the table immediately following this report. The new apportionment results in changes in the total number of Senate seats with an increase from 224 to 239, in large part due to increases in representation for PTK faculty. An overview of the representation for seats apportioned by the ratio is found below:

T/TT Faculty Senate Seats

- ARHU (from 21 seats to 19 seats) lost two seats
- BMGT (from 7 seats to 6 seats), EDUC (from 6 seats to 5 seats), and CMNS (from 22 to 21 seats) each lost one seat
- INFO (from 1 seat to 2 seats) and LIBR (from 4 seats to 5 seats) each gained one seat
- AGNR (12), ARCH (1), BSOS (12), ENGR (14), JOUR (1), PLCY (1), SPHL (5) had no change in seats

PTK Faculty Senate Seats

- BSOS gained five seats (from 2 seats to 7 seats)
- CMNS gained four seats (from 8 seats to 12 seats)
- ARHU gained three seats (from 3 seats to 6 seats)
- AGNR (from 3 seats to 5 seats) and ENGR (from 3 seats to 5 seats) each gained two seats
- SPHL gained one seat (from 1 seat to 2 seats)
- ARCH (1), BMGT (2), EDUC (2), INFO (1), JOUR (1), PLCY (1), LIBR (1), SVPAAP (1), VPR (1), MFRI (1) had no change in seats

Staff Senate Seats

- Full-Time Exempt Staff in Divisions gained one seat (from 8 seats to 9 seats)
- Full-Time Exempt Staff in Colleges, Schools and Academic Affairs (8) had no change in seats
- Non-Exempt Staff in Colleges, Schools, and Academic Affairs (2) had no change in seats; and
- Non-Exempt Staff in Divisions (6) had no change in seats

Student Seats

- Full-time undergraduate students (29) had no change in seats
- Full-time graduate students are represented by 10 members at large and are unaffected by apportionment calculations
- Part-time undergraduate students and part-time graduate students are represented by single-member representatives and are unaffected by apportionment calculations

Impact of Apportionment Changes

At its November 4, 2020 meeting, the ERG Committee discussed the overall increase in the size of the Senate, and the shift in ratio of Senators between Tenured/Tenure-Track (T/TT) faculty and the rest of the elected members of the Senate at length. The committee acknowledged that the application of the apportionment ratios as laid out in the Plan results in a change in the balance of the Senate. In 2015, the Plan of Organization Review Committee determined the ratios for Senate representation based on the principle that “tenured/tenure-track faculty maintain a 50% representation in the Senate” ([Senate Document #14-15-19](#)). To maintain that balance, PORC developed specific representation ratios for the Plan and *Bylaws* that would lead to a majority representation of T/TT faculty on the Senate. PORC determined that the representation ratio for T/TT faculty should be changed from one Senator for every eligible 17 faculty members (a ratio of 1:17) to one Senator for every eligible 15 faculty members (a ratio of 1:15). It also set the PTK ratio at one Senator for every 30 eligible faculty members (a ratio of 1:30). In the 2015 apportionment, these ratios resulted in 107 T/TT faculty and 102 elected Senators from other constituencies, and T/TT faculty comprised 51% of elected Senators. Due to an increase in the number of PTK faculty,

applying these same ratios to Spring 2020 population data results in a significant shift, whereby T/TT faculty now comprise 46% of the Senate.

The ERG Committee considered the effect of deviating from the principle laid out by PORC, and of lessening the impact of T/TT faculty within the Senate. The discussion focused on the significant institutional knowledge that T/TT faculty bring to the Senate due to their longevity at the institution, and the important role T/TT faculty play in governance due to the privileges of tenure. The committee considered the impact of this shift, but noted that the scope of its charge on apportionment is limited to applying the ratios for each constituency to current population data as noted in Article 6.5 of the *Bylaws*.

Transition Plan for Senate Seats

At its November 4, 2020 meeting, the ERG Committee reviewed the current seats on the Senate, and discussed plans for adding and removing seats as needed in the new apportionment.

The Plan lays out procedures for transition of seats in 3.8.b., which states that any category that gains representation shall elect new Senators in the next election, and any category that loses representation “shall retain all currently elected Senators until the end of the Senator(s) term(s) or until the Senator(s) resign(s). Upon completion of the term(s) or resignation(s) from the Senate, the vacated seat shall not be replaced.” Given this guidance, the Senate should add the new seats immediately and remove seats as needed through attrition over the next few years.

The ERG Committee considered the stagger of Senate seats in creating a transition plan for the new apportionment. Currently, term years for faculty and staff seats on the Senate are staggered based on the principle that only one-third of the faculty and staff terms should end at the same time, in order to preserve institutional knowledge. During the previous apportionment in 2015, the committee recommended that the Senate Office should randomly assign term years of one to three years for Colleges which gained one new seat, and should assign term years working backwards from three-year terms for Colleges which gained two or more new seats. This recommendation was made because of the large number of PTK seats created during that apportionment. The ERG Committee considered taking the same approach with the new seats created in this apportionment, but acknowledged that since PTK faculty seats already exist, assigning term years in such a way could throw the stagger off balance, possibly resulting in too many or too few seats transitioning at the same time. The committee recommended that seats should be added after assessing the term years of seats in the same category and College, while prioritizing longer terms whenever the term given would not affect the stagger of seats. The ERG Committee also recommended that seats should be eliminated in a manner designed to preserve the current stagger.

The ERG Committee also discussed the procedures for sub-apportionment of Senate seats within Colleges and Schools. The committee agreed that Colleges and Schools should retain the ability to determine how Faculty Senate seats are distributed between departments, as they are best situated to determine the composition of their faculty populations and how they would prefer faculty to be represented.

During the 2015 apportionment, the ERG Committee recommended that the Senate Office provide a list of eligible faculty members to SVPAAP and VPR because Divisions do not have the same structures for PTK faculty as Colleges or Schools. For the new apportionment, the committee agreed that the Senate Office should continue to provide a list of eligible faculty to SVPAAP and

VPR, with the addition of the University Honors PTK faculty to SVPAAP, to ensure they have an accurate list of faculty members in order to run their own elections processes.

After due consideration, the ERG Committee voted to approve the revised apportionment and its recommendations for transitioning Senate seats on November 4, 2020.

RECOMMENDATIONS

The Elections, Representation, & Governance (ERG) Committee recommends that its calculations on apportionment, as shown immediately following this report, be accepted and implemented for the next election cycle.

The ERG Committee recommends that the Senate Office should take appropriate steps to maintain a stagger for Senate seats, in keeping with the principle that one-third of the Senators in a specific category should turn over at one time. In assigning term years for new Senate seats, the Senate Office should prioritize longer terms wherever possible. In phasing out seats where the apportionment results in fewer representatives, the Senate Office should seek to eliminate seats where the stagger is off-balance.

The ERG Committee recommends that Colleges should determine how to revise their sub-apportionments between departments to accommodate any gains or losses in Faculty Senate seats as needed.

The ERG Committee recommends that for the PTK Faculty Senator seats in SVPAAP and VPR, the Senate Office should provide a list of eligible faculty to the unit each year so that the unit can appropriately conduct its election processes.

APPENDICES

Appendix 1 - Senate Constituency Definitions in the Plan of Organization and *Bylaws*

Appendix 2 - Current Apportionment of the University Senate

Appendix 3 - Senate Executive Committee Charge on Apportionment of the University Senate

PROPOSED APPORTIONMENT OF THE UNIVERSITY SENATE 2021-2026

APPORTIONMENT OF FACULTY SENATORS	
Tenured and Tenure Track Faculty:	
School of Architecture, Planning & Preservation	1
College of Agriculture & Natural Resources	12
College of Arts & Humanities	19
College of Behavioral & Social Sciences	12
Robert H. Smith School of Business	6
College of Computer, Mathematical & Natural Sciences	21
College of Education	5
A. James Clark School of Engineering	14
School of Public Health	5
College of Information Studies	2
Libraries	5
Philip Merrill College of Journalism	1
School of Public Policy	1
Total:	104
Professional Track Faculty:	
School of Architecture, Planning & Preservation	1
College of Agriculture & Natural Resources	5
College of Arts & Humanities	6
College of Behavioral & Social Sciences	7
Robert H. Smith School of Business	2
College of Computer, Mathematical & Natural Sciences	12
College of Education	2
A. James Clark School of Engineering	5
School of Public Health	2
College of Information Studies	1
Libraries	1
Maryland Fire Rescue Institute	1
Philip Merrill College of Journalism	1
School of Public Policy	1
SVPAAP (Office of the Senior Vice President and Provost)	1
Division of Research	1
Total:	49
APPORTIONMENT OF STAFF SENATORS	

Exempt Staff in Colleges, Schools, and Academic Affairs	8
Exempt Staff in Divisions	9
Non-Exempt Staff in Colleges, Schools, and Academic Affairs	2
Non-Exempt Staff in Divisions	6
Total:	25
APPORTIONMENT OF UNDERGRADUATE SENATORS BY COLLEGE	
School of Architecture, Planning & Preservation	1
College of Agriculture & Natural Resources	1
College of Arts & Humanities	2
College of Behavioral & Social Sciences	4
Robert H. Smith School of Business	3
College of Computer, Mathematical & Natural Sciences	5
College of Education	1
College of Information Studies	1
A. James Clark School of Engineering	4
School of Public Health	2
School of Public Policy	1
Philip Merrill College of Journalism	1
College of Letters and Sciences	3
Total	29
GRADUATE STUDENT SENATORS	
Total	10
SINGLE MEMBER CONSTITUENCIES	
Part Time Research, Teaching, Adjunct Faculty	1
Emeritus Faculty	1
Head Coaches	1
Post-Doctoral Associates, Junior Lecturers, Faculty Assistants	1
Contingent Staff	1
Part-Time Graduate Students	1
Part-Time Undergraduate Students	1
Total:	7
VOTING EX-OFFICIO SEATS	

Total:	15
TOTAL SENATE SEATS	239

Plan of Organization for Shared Governance for the University of Maryland

- 2.3 At the request of the President, the Senate shall elect representatives to committees or councils.
- 2.4 At the request of the President, the Executive Committee of the Senate may appoint or nominate representatives to committees or councils.

ARTICLE 3
MEMBERSHIP AND ELIGIBILITY

- 3.1 There shall be a Senate, a unicameral body composed of voting representatives called Senators from the following constituencies and certain non-voting ex officio members.
- 3.2 Faculty Senators:
 - 3.2.a Faculty constituencies include:
 - (1) full-time tenured and tenure-track faculty and their equivalent, defined as:
 - (a) faculty who hold a tenured or tenure-track appointment at the rank of Professor, Associate Professor, Assistant Professor,
 - (b) Librarian faculty who hold a permanent status or permanent status-track appointment at the rank of Librarian II, Librarian III, or Librarian IV,
 - (c) Field faculty with titles parallel to the rank of Professor, Associate Professor, Assistant Professor, and
 - (d) Instructors and Lecturers who have job security; and
 - (2) full-time professional track faculty, defined as:
 - (a) All professional track faculty (as defined in II-1.00 [G]), and Librarian I faculty (as defined in II-1.00 [A]), excluding the term-limited and entry-level professional track titles.

Part-time faculty may not be added together to compose a faculty constituent.

- 3.2.b Representatives to the Senate shall be elected from those faculty constituents who have been under contract to the University at least since August of the academic year during which the election is held. All these Senators shall be elected in accordance with the individual Plan of Organization of their College or School, or, for Library faculty, the Plan of Organization of the Library, as approved by the Senate. Faculty serving as administrators shall be considered members of the units in which they hold faculty rank and are thus eligible for election to the Senate from those units.

However, notwithstanding the below rate of representation, each College or School shall be entitled to at least as many Senators as there are academic departments. Any College or School with fewer than a major fraction of faculty members shall be entitled to elect one Senator for each faculty constituency defined in 3.2.a.

- (1) One faculty Senator shall be elected by the tenured or tenure-track faculty for each 15 faculty members as defined in 3.2.a.(1) above, or major fraction thereof (8 or more); and
- (2) One faculty Senator shall be elected by the professional track faculty for each 30 faculty members as defined in 3.2.a.(2) above, or major fraction thereof (16 or more).

3.2.c Faculty who hold joint appointments of equal time in two or more academic or administrative units may vote in or be elected to a Senate seat from only one of those units. Such individuals shall be asked by the Office of the University Senate to indicate in which unit they wish to have voting representation. Individuals may change their voting representation only when the Senate is reapportioned.

3.2.d In apportioning senatorial representation among academic departments and programs or other units within Colleges and Schools, such representation must be fair and equitable. Since section 3.2.b ensures that a College or School has at least as many faculty senators as it has academic departments, provisions to combine academic departments to share a faculty Senate seat (or to elect the faculty Senator in rotation among the units) will require compelling arguments based on great disparities in size among the departments of the College or School in order to satisfy the requirements of this section in the review specified in section 11.3.a. Academic programs or other units without departmental status in the College or School may be combined, or combined with an appropriate department, for purposes of senatorial representation in order to achieve fairness and equity within the College or School. In such situations, all faculty from the units shall be equally eligible for nomination and election to the Senate.

3.2.e In the case of the reorganization of the existing academic departments or creation of new academic departments within a College or a School, the College or School shall be responsible for submitting a reapportionment plan under the review procedures of section 11.3.a to provide representation for the affected constituencies. If the reorganization or creation of departments would entitle the College or School to new representatives under section 3.2.b, such additional representatives shall be awarded to the College or School.

In the case of the creation of a new departmentalized College or School, the new College or School shall submit an apportionment plan under the review procedures of section 11.3.a.

In all cases of creating a new College or School, the Senate shall ensure that the number of its faculty representatives in the Senate meets the requirements of section 3.2.b, creating new Senator seats as necessary.

In all cases covered under the provisions of this section, currently elected Senators from the affected units shall serve until the end of their terms, or until they resign, just as they would under a regular reapportionment of the Senate as specified in section 3.8.b.(2).

- 3.2.f The term of each elected faculty Senator shall be three years, irrespective of any academic reorganizations that may take place during that time. Senators who have served a full term shall for a period of one year be ineligible for re-election or for appointment to the Senate.

3.3 Staff Senators:

- 3.3.a For purpose of representation in the Senate, staff constituents are defined as those who hold a full-time permanent appointment as defined by the applicable University definitions and classifications. Part-time staff may not be added together to comprise a staff constituent. The Bylaws shall provide provisions to divide the staff constituency into no more than four categories, nor less than two categories, which are consistent with applicable University regulations for purposes of representation.

- 3.3.b One staff Senator shall be elected for each 200 staff constituents or major fraction thereof (101 or more) in each category. Any category with fewer than 200 persons shall be entitled to elect one Senator. The candidates receiving the highest number of votes as determined by procedures established by the appropriate Senate committee shall be declared elected.

- 3.3.c The term of each elected staff Senator shall be three years. Staff Senators who have served a full term shall for a period of one year be ineligible for re-election or for appointment to the Senate.

- 3.3.d Terms of staff Senators shall be staggered under a mechanism included in the Senate Bylaws.

- 3.3.e The senatorial responsibilities of each staff Senator shall be considered a part of his/her official duties.

3.4 Student Senators:

For purposes of representation in the Senate, the student constituency is divided into two independent categories.

3.4.a Undergraduate Student Senators:

- (1) One student Senator shall be elected for each 1000 full-time undergraduate students or major fraction thereof (501 or more). Each College or School with undergraduate enrollment and the Office of

Undergraduate Studies shall be represented by at least one undergraduate student Senator.

- (2) The term of each elected undergraduate student Senator shall be one year. Undergraduate student Senators are eligible for re-election for up to three consecutive terms.
- (3) No undergraduate student shall be elected to, or serve in, office if not in satisfactory academic and disciplinary standing as defined in University publications.
- (4) An undergraduate student Senator must be continuously enrolled in an undergraduate program at the University for at least twelve academic hours during the academic semesters served in the Senate and shall not hold faculty rank, or an administrative or staff position, but may be employed by the University as a student employee.

3.4.b Graduate Student Senators:

- (1) Ten graduate student Senators shall be elected in an at-large election. No more than two graduate student Senators may be from the same College or School.
- (2) The term of each elected graduate student Senator shall be one year. Graduate student Senators may be re-elected for up to three consecutive terms.
- (3) No graduate student shall be elected to, or serve in, office if not in satisfactory academic and disciplinary standing as defined in University publications.
- (4) A graduate student Senator must be continuously enrolled and be certified by the Graduate School as a full-time graduate student in a graduate degree program at the University during the academic semesters served in the Senate, and shall not hold faculty rank, nor an administrative or staff position, but may be a graduate assistant, graduate research assistant, or graduate fellow.

3.5 Other Senators

In order to provide some representation for members of the campus community who do not meet the criteria for inclusion in the Faculty, Staff, or Student constituencies, the Senate, in its Bylaws, may define up to ten additional constituencies, each to be represented by one Senator, elected or appointed according to procedures to be set forth in Bylaws.

3.6 Ex Officio Members of the Senate

- 3.6.a Unless elected as a voting member of the Senate by an appropriate constituency, the following shall be non-voting ex officio members of the Senate:

- (1) the President;
- (2) the Senior Vice President & Provost;
- (3) the Vice Presidents;
- (4) the University ombuds officers;
- (5) the Directors of Centers, Institutes, Academic Programs, and Undergraduate Admissions;
- (6) the Chairs of Academic Departments;
- (7) the Executive Secretary and Director of the Senate;
- (8) the President of the Student Government Association;
- (9) the President of the Graduate Student Government Association;
- (10) the chief executive officer of any institution-wide constituency group recognized in Article 3 and not otherwise provided for in Article 3.5; and
- (11) the Director of Athletics.

3.6.b Non-voting ex officio members of the Senate shall enjoy all the privileges of Senate membership except the right to vote.

3.6.c All academic and administrative deans shall be voting ex officio Senators.

3.7 Disqualification from the Senate

3.7.a No person shall be disqualified from election if in satisfactory standing at the University, if a member of the constituency for which the election is being held, and if in attendance since August of the academic year in which the election takes place.

3.7.b Membership in the Senate shall terminate in accordance with provisions in the Bylaws.

3.8 Reapportionment of the Senate

3.8.a In accordance with the procedures set forth in the Bylaws of the Senate, reapportionment of the Senate shall be conducted every five years to reflect more accurately the composition of the University community.

3.8.b Upon reapportionment:

- (1) a department, unit, or staff category that gains representation through reapportionment shall nominate and elect constituent(s) in the next election cycle;
- (2) a department, unit, or staff category that loses representation through the reapportionment shall retain all currently elected Senators until the end of the Senator(s) term(s) or until the Senator(s) resign(s). Upon completion of the term(s) or resignation(s) from the Senate, the vacated seat shall not be replaced.

- 3.8.c Reapportionment shall occur immediately upon final approval of this University of Maryland Plan of Organization for Shared Governance, except when a reapportionment has occurred within the previous five years.
- 3.8.d Reapportionment of senatorial representation among units mandated by this University of Maryland Plan of Organization for Shared Governance to conduct senatorial elections shall be the responsibility of those units and shall be conducted as fairly and equitably as possible.

ARTICLE 4
SENATORIAL ELECTIONS, EXPULSION, AND RECALL

- 4.1 Subject to the provisions of Article 3 defining the eligibility of members and the provisions of this Article, each College, School, or other units of the University is responsible for providing a Plan of Organization that will ensure the timely nomination and election of faculty, staff, and student senators. These Plans shall have provisions to promote equitable representation.
- 4.2 The appropriate Senate committee shall advise on all senatorial elections and referenda, as needed, to ensure that procedures for candidacy and election, as well as standards of eligibility, are consistent with this Plan. No committee of the Senate that is responsible for advising on senatorial elections shall itself make or require specific nominations for election to the Senate. The Senate is the ultimate judge of the eligibility of any elected Senator, and may reject the choice of any constituency group.
- 4.3 Ties shall be broken by the elected members from the relevant constituency serving on the Executive Committee, following a review of the original candidacy statements of the tied individuals. For those constituencies on the Executive Committee that have more than one representative, if the tiebreak procedures result in another tie, the Chair of the Senate will then select the final winner.
- 4.4 Election of Faculty Senators:

Faculty Senators representing tenured/tenure-track faculty and professional track faculty shall be elected in separate elections.
 - 4.4.a The Library and each non-departmentalized College or School shall form an election committee to conduct elections of faculty Senators in accordance with the Plan of Organization of that College or School and in accordance with the policies established by the Senate. The committee shall solicit nominations from the membership of the College or School for election to replace outgoing senators.
 - 4.4.b Each departmentalized College or School may form an election committee to conduct elections of faculty Senators in accordance with its Plan of Organization and in accordance with the policies established by the Senate. Every department or equivalent academic unit shall have the right to submit nominations for the election of faculty members to the College or School's election committee.

BYLAWS OF THE UNIVERSITY SENATE

The University of Maryland, College Park

ARTICLE 1 AUTHORIZATION

- 1.1 These *Bylaws of the University Senate* (hereafter referred to as the *Bylaws*) are adopted according to Article 7 of the *University of Maryland Plan of Organization for Shared Governance* (hereafter referred to as the *Plan*), and are subject to amendment as provided for in the *Plan*.

ARTICLE 2 MEMBERSHIP

- 2.1 The members of the Senate are as designated in Article 3 of the *Plan* and further specified in 2.1 and 2.2 below. All elected members are subject to the conditions stated in the *Plan*, including its provisions for expulsion, recall, and impeachment (Articles 4.10, 4.11, and 5.8 of the *Plan* and Article 2.3, 2.4, and 2.5 below).

2.1.a Staff Senators

For the purpose of Senate representation, the Staff Constituency is divided into the following categories. Each category shall elect one Senator from among its ranks for each 200 staff members or major fraction thereof.

1. Exempt Staff with appointment in Colleges, Schools, and Academic Affairs
2. Exempt Staff with appointment in Divisions
3. Non-Exempt Staff with appointment in Colleges, Schools, and Academic Affairs
4. Non-Exempt Staff with appointment in Divisions

- 2.1.b Staff member job categories will not include the category designated for the President, vice presidents, provosts, and deans if they hold faculty rank.

- 2.1.c Any individual within the faculty member voting constituency cannot be included in the staff member voting constituency or nominated for election as a staff Senator. Staff candidates for the Senate must have been employed at the University of Maryland College Park for 12 months prior to standing as candidates for the Senate. Staff members may not stand for Senate elections while in the probationary period of employment.

- 2.1.d An ex officio member denoted in the *Plan* (Article 3.6.a.) who is not precluded from staff member categories as noted in Articles 2.1.b and 2.1.c may be elected as a voting member of the Senate by an appropriate constituency. Such ex officio members should also have been employed by the University of Maryland College Park for 12 months prior to standing as candidates for the Senate.

- 2.1.e As noted in the *Plan* (Article 3.3.c), the term of each staff Senator shall be three (3) years. Terms of staff members will be staggered in such a way that for each term, one-third of the total members from a job category are serving the first year of their term. Not every member of a specific staff job category shall be elected in the same year. However, if the University or these *Bylaws* redefine the staff job categories outside of a normal reapportionment, the staff Senate seats will be vacated. A subsequent election will be held to populate all staff Senate seats within the new categories with staggered terms as follows:

- (1) One-third of the members in a job category who received the lowest number of votes will serve a one-year term,
- (2) One-third of the members in a job category who received the second lowest number of votes will serve two-year terms,
- (3) One-third of the members in a job category who received the highest number of votes will serve three year-terms.

A person serving less than a three-year term is defined as not to have served a full term and is eligible for re-election to a full term the following year.

2.2 Single Member Constituencies

The Senators defined in (a)-(g) below shall be voting members of the Senate. All elections held pursuant to this section shall be organized by the Office of the University Senate.

- (a) Part-Time Research, Part-Time Teaching, Adjunct, and both Full-Time and Part-Time Visiting Faculty who are not members of the Faculty Constituency as defined in Section 3.2 of the Plan shall together elect one (1) Senator, for a term of one (1) year, renewable for up to three (3) years. When the Senate votes by constituencies, that Senator shall have the same voting rights as a faculty Senator.
- (b) Emeritus Faculty who are not members of the Faculty Constituency as defined in Section 3.2 of the *Plan* shall elect one (1) Senator from among their ranks for a term of one (1) year, renewable for up to three (3) years. When the Senate votes by constituencies, that Senator shall have the same voting rights as a Faculty Senator.
- (c) Head Coaches who are not members of the Faculty Constituency as defined in Section 3.2 of the University Plan of Organization together shall elect one Senator from among their ranks to serve for a term of one (1) year, renewable for up to three (3) years. When the Senate votes by constituencies, that Senator shall have the same voting rights as a faculty Senator.
- (d) Post-Doctoral Scholars, Post-Doctoral Associates (formerly Research Associates), Junior Lecturers, and Faculty Assistants (formerly Faculty Research Assistants) who are not members of any Senate constituency as defined in Article 3 of the *Plan* together shall elect one (1) Senator, for a term of one (1) year, renewable for up to three (3) years. When the Senate votes by constituencies, that Senator shall have the same voting rights as a Faculty Senator.
- (e) The Contingent II staff shall elect one (1) Senator from among their ranks for a term of one (1) year, renewable for up to three (3) years. When the Senate votes by constituencies, that Senator shall have the same voting rights as all other staff Senators. The Contingent II staff Senator shall have been employed by the University for twelve months prior to their election.
- (f) The part-time undergraduate students shall elect one (1) Senator from among their ranks for a term of one (1) year, renewable for up to three (3) years. When the Senate votes by constituencies, that Senator shall have the same voting rights as all other student Senators.
- (g) The part-time graduate students shall elect one (1) Senator from among their ranks for a term of one (1) year, renewable for up to three (3) years. When the Senate votes by constituencies, that Senator shall have the same voting rights as all other student Senators.

2.3 Elected Senators shall not be absent from two (2) consecutive regularly scheduled meetings of the Senate without notifying the Office of the University Senate that they will require an excused absence (Article 4.10.a of the *Plan*). Also in accordance with Article 4.10 of the *Plan*, until the member attends a meeting of the Senate, or the Senator is expelled, that Senator shall be counted in the total membership when a quorum is defined for a meeting.

2.4 If an elected Senator is no longer a member of the constituency by which he or she was elected, the seat shall be vacated and the Senator shall be replaced according to the following guidelines:

- 2.4.a If there was a runner-up in the election in which the Senator was elected, the runner-up shall replace that Senator immediately, provided he or she is still eligible.
- 2.4.b If there was no runner-up in the election in which the Senator was elected and the vacancy occurs in the spring semester, that Senator shall serve for the remainder of the Senate year and shall be replaced in the next election cycle for the remainder of the term.
- 2.4.c If there was no runner-up in the election in which the Senator was elected and the vacancy occurs prior to the spring semester, or if the Senator is unable to serve the remainder of the Senate year, the Senate Executive Committee, in consultation with the appropriate constituency, shall appoint a replacement for that Senator.

- 2.5 If an elected Senator is no longer in satisfactory standing at the University, he or she shall be replaced immediately in accordance with 2.4.a or 2.4.c above.
- 2.6 All elections shall be completed by the Transition Meeting of the Senate.

ARTICLE 3 MEETINGS

3.1 Regular Meetings:

The Senate shall schedule at least four (4) regular meetings each semester. The notice, agenda, and supporting documents shall be mailed, by campus or electronic-mail, from the Office of the University Senate to the membership no later than one calendar week prior to each regular meeting unless otherwise approved by the Executive Committee.

3.2 Special Meetings:

3.2.a Special meetings of the Senate may be called in any of the following ways, with the matter(s) to be considered to be specified in the call:

- (1) By the presiding officer of the Senate;
- (2) By a majority vote of the Executive Committee of the Senate;
- (3) By written petition of a majority of the elected members of the Senate. The petition shall be delivered to the Chair or the Executive Secretary and Director of the Senate. The Chair shall give notice of arrangements for the meeting within seventy-two (72) hours of receipt of a valid petition;
or
- (4) By resolution of the Senate.

3.2.b The notice of a special meeting shall include the agenda and shall be sent to the members of the Senate as far in advance of the meeting as possible. The agenda of a special meeting may specify a scheduled time of adjournment.

3.2.c The scheduling of a special meeting shall reflect the urgency of the matter(s) specified in the call, the requirement of reasonable notice, and the availability of the membership.

3.3 Openness of Meetings and Floor Privileges:

3.3.a Meetings of the Senate shall be open to all members of the campus community except when the meetings are being conducted in closed session.

3.3.b Representatives of the news media shall be admitted to all meetings of the Senate except when the meetings are conducted in closed session. The use of television, video, or recording equipment shall not be permitted except by express consent of the Senate.

3.3.c When a report of a committee of the Senate is being considered, members of that committee who are not members of the Senate may sit with the Senate and have a voice but not a vote in the deliberations of the Senate on that report.

3.3.d Any Senator may request the privilege of the floor for any member of the campus community to speak on the subject before the Senate. The Chair shall rule on such requests.

3.3.e By vote of the Senate, by ruling of the Chair, or by order of the Executive Committee included in the agenda of the meeting, the Senate shall go into closed session. The ruling of the Chair and the order of the Executive Committee shall be subject to appeal, but the Chair shall determine whether such appeal shall be considered in open or closed session.

Appendix 2- Current Apportionment of the University Senate

2016-2021 APPORTIONMENT OF THE UNIVERSITY SENATE

APPORTIONMENT OF FACULTY SENATORS BY COLLEGE	
Tenured and Tenure Track Faculty:	
School of Architecture, Planning & Preservation	1
College of Agriculture & Natural Resources	12
College of Arts & Humanities	21
College of Behavioral & Social Sciences	12
Robert H. Smith School of Business	7
College of Computer, Mathematical & Natural Sciences	22
College of Education	6
A.J. Clark School of Engineering	14
School of Public Health	5
College of Information Studies	1
Libraries	4
Philip Merrill College of Journalism	1
School of Public Policy	1
Total:	107
Professional Track Faculty:	
School of Architecture, Planning & Preservation	1
College of Agriculture & Natural Resources	3
College of Arts & Humanities	3
College of Behavioral & Social Sciences	2
Robert H. Smith School of Business	2
College of Computer, Mathematical & Natural Sciences	8
College of Education	2
A.J. Clark School of Engineering	3
School of Public Health	1
College of Information Studies	1
Libraries	1
Maryland Fire Rescue Institute	1
Philip Merrill College of Journalism	1
School of Public Policy	1
SVPAAP (Office of the Senior Vice President and Provost)	1
Division of Research	1
Total:	32

APPORTIONMENT OF STAFF SENATORS	
Exempt Staff in Colleges, Academic Affairs	8
Exempt Staff in Divisions	8
Non-Exempt Staff in Colleges, Academic Affairs	2
Non-Exempt Staff in Divisions	6
Total:	24
APPORTIONMENT OF UNDERGRADUATE SENATORS BY COLLEGE	
School of Architecture, Planning & Preservation	1
College of Agriculture & Natural Resources	1
College of Arts & Humanities	2
College of Behavioral & Social Sciences	4
Robert H. Smith School of Business	3
College of Computer, Mathematical & Natural Sciences	5
College of Education	1
A.J. Clark School of Engineering	4
School of Public Health	2
Philip Merrill College of Journalism	1
Undergraduate Studies	3
College of Information Studies	1
School of Public Policy	1
Total	29
GRADUATE STUDENT SENATORS	
Total	10
SINGLE MEMBER CONSTITUENCIES	
Part Time Research, Teaching, Adjunct Faculty	1
Emeritus Faculty	1
Head Coaches	1
Post-Doctoral Associates, Junior Lecturers, Faculty Assistants	1
Contingent Staff	1
Part-Time Graduate Students	1

Exempt Staff in Colleges, Schools, and Academic Affairs	8
Exempt Staff in Divisions	9
Non-Exempt Staff in Colleges, Schools, and Academic Affairs	2
Non-Exempt Staff in Divisions	6
Total:	25
APPORTIONMENT OF UNDERGRADUATE SENATORS BY COLLEGE	
School of Architecture, Planning & Preservation	1
College of Agriculture & Natural Resources	1
College of Arts & Humanities	2
College of Behavioral & Social Sciences	4
Robert H. Smith School of Business	3
College of Computer, Mathematical & Natural Sciences	5
College of Education	1
College of Information Studies	1
A. James Clark School of Engineering	4
School of Public Health	2
School of Public Policy	1
Philip Merrill College of Journalism	1
College of Letters and Sciences	3
Total	29
GRADUATE STUDENT SENATORS	
Total	10
SINGLE MEMBER CONSTITUENCIES	
Part Time Research, Teaching, Adjunct Faculty	1
Emeritus Faculty	1
Head Coaches	1
Post-Doctoral Associates, Junior Lecturers, Faculty Assistants	1
Contingent Staff	1
Part-Time Graduate Students	1
Part-Time Undergraduate Students	1
Total:	7
VOTING EX-OFFICIO SEATS	

Part-Time Undergraduate Students	1
Total:	7
VOTING EX-OFFICIO SEATS	
Total:	15
TOTAL SENATE SEATS	224



Apportionment of the University Senate (Senate Document #19-20-37)

Elections, Representation & Governance (ERG) Committee | Chair: Alan Peel

The Senate Executive Committee (SEC) and Senate Chair Lanford request that the Elections, Representation, & Governance (ERG) Committee calculate the apportionment of all senators on the University Senate in accordance with the University of Maryland Plan of Organization for Shared Governance and the Bylaws of the University Senate.

Specifically, the ERG Committee should:

1. Review Article 3 - Membership & Eligibility of the [University of Maryland Plan of Organization for Shared Governance](#).
2. Review Article 2 - Membership in the [Bylaws of the University Senate](#).
3. Review the recommendations of the ERG Committee in Apportionment of the University Senate ([Senate Document #14-15-35](#)).
4. Consult with a representative from the Office of Institutional Research Planning and Assessment (IRPA) regarding current populations of the various constituencies represented on the University Senate.
5. Recommend a revised apportionment for the University Senate by applying the apportionment ratios prescribed in the Plan and categories outlined in the Bylaws to data on current populations to calculate the number of seats for each constituency.
6. If necessary, recommend a transition plan for any reductions in seats in order to maintain an appropriate stagger.

We ask that you submit a report to the Senate Office no later than **November 6, 2020**. If you have questions or need assistance, please contact Reka Montfort in the Senate Office at reka@umd.edu or 301.405.5804.



Nominations Committee Slate 2020-2021

PRESENTED BY Ellen Williams, Chair

REVIEW DATES SEC – November 18, 2020 | SENATE – December 8, 2020

VOTING METHOD In a single vote

**RELEVANT
POLICY/DOCUMENT** N/A

**NECESSARY
APPROVALS** Senate

ISSUE

The University Senate Bylaws state, “By no later than the scheduled December meeting of the Senate, the Committee on Committees shall present to the Senate eight (8) nominees from among outgoing Senate members to serve on the Nominations Committee. The nominees shall include four (4) faculty members, one (1) exempt staff member, one (1) non-exempt staff member, one (1) graduate student, and one (1) undergraduate student. Further nominations shall not be accepted from the floor of the Senate. The Senate, as a body, shall approve the slate of nominees to serve on the Nominations Committee.”

RECOMMENDATION

The Committee on Committees recommends that the Senate approve the slate as presented.

COMMITTEE WORK

The Committee on Committees met on October 29, 2020, to discuss a process for soliciting nominations for the Senate Nominations Committee. The Senate Office had previously contacted all Outgoing Senators regarding the opportunity to serve on the Nominations Committee and received a few volunteers. The Committee on Committees discussed the volunteers at the meeting and additional recruitment tasks were assigned. As required by the Bylaws, the committee assembled a total of eight nominees from among the Outgoing Senators to present to the Senate.

ALTERNATIVES

The Senate can decide not to approve the slate.

RISKS

There are no risks to the University in approving the slate.

FINANCIAL IMPLICATIONS

There are no financial implications in approving the slate.

2020-2021 Senate Nominations Committee Slate

<u>Name/Constituency</u>	<u>Department/Unit</u>	<u>College</u>	<u>Term</u>
Non-Voting Ex-Officio			
Ellen Williams	Physics	CMNS	2021
Faculty			
Ben Blake	Special Collections and University Archives	LIBR	2021
Pam Lanford	Office of the Vice President for Research	VPR	2021
Isabel Lloyd	Materials Science & Engineering	ENGR	2021
Neil Sehgal	Health Policy and Management	SPHL	2021
Exempt Staff			
Ray Nardella	Resident Life	VPSA	2021
Non-Exempt Staff			
Kayla Griffith	University of Maryland Extension	AGNR	2021
Graduate Student			
Emmanuel Wanjala	Counseling, Higher Education, and Special Education	EDUC	2021
Undergraduate Student			
Emily Berry	Government & Politics	BSOS	2021



University Senate Provisions on Virtual Meetings

PRESENTED BY Marcia Shofner, Chair

REVIEW DATES SEC – November 18, 2020 | SENATE – December 8, 2020

VOTING METHOD In a single vote

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

NECESSARY APPROVALS Senate, President

ISSUE

In March 2020, in response to the COVID-19 pandemic, the State of Maryland, the University System of Maryland, and the University of Maryland restricted the size of meetings and moved work and learning to the online environment. The Senate was unable to meet virtually, as the *Bylaws of the University Senate* required Senators to be physically present to participate in Senate meetings. On March 26, 2020, the Senate Executive Committee (SEC) voted to exercise its authority to act on behalf of the Senate to revise the *Bylaws* to allow the Senate to meet virtually and allow for alternate voting methods until the State of Emergency and University restrictions on operations have ended ([Senate Document #19-20-45](#)). In September 2020, the SEC charged the Elections, Representation, & Governance (ERG) Committee with considering whether and under what circumstances the Senate should be allowed to meet virtually, and developing formal provisions for virtual meetings of the University Senate by the end of the fall 2020 semester.

RECOMMENDATIONS

The Elections, Representation, & Governance (ERG) Committee recommends that the *Bylaws of the University Senate* should be amended to allow for maximum flexibility in holding Senate meetings in-person or virtually, and to restrict voting to eligible members of the Senate who are participating in the meeting at the time of the vote, as indicated in the revised *Bylaws* immediately following this report.

The ERG Committee recommends that the Senate should adopt the *Principles for Virtual Senate Meetings* that follows this report.

The ERG Committee recommends that the Senate Office should develop and maintain guidelines on the logistical elements associated with virtual Senate meetings for Senators, similar to the guidelines provided in Appendix 1. These guidelines should be updated as needed to accommodate changes in functionality, technology, and transitions in the Senate.

The ERG Committee recommends that the Senate Leadership and the Senate Executive Committee (SEC) should consider holding Senate meetings virtually for the remainder of the 2020-2021 academic year.

The ERG Committee recommends that the Senate Leadership and the SEC should consider the benefits and drawbacks of holding virtual Senate meetings beyond the 2020-2021 academic year after assessing lessons learned to inform future scheduling decisions.

The ERG Committee recommends that the Senate Leadership and the SEC should have the flexibility to determine whether to hold Senate meetings virtually, after restrictions from the pandemic have been lifted and following an assessment of the benefits and drawbacks of virtual Senate meetings.

COMMITTEE WORK

The ERG Committee began its work on the charge at its September 9, 2020 meeting. The committee reviewed relevant sections of the Plan of Organization, the *Bylaws*, *Robert's Rules of Order*, and peer institution practices for holding virtual Senate meetings; and consulted with the Senate Director and Senate Parliamentarian.

The ERG Committee discussed at length the benefits and drawbacks of holding virtual Senate meetings, including accessibility issues, increased levels of participation in virtual meetings, procedural and technological elements of virtual meetings allowing for engagement similar to in-person meetings, and the cost savings of holding meetings virtually. The committee agreed to recommend that the Senate should be able to meet virtually.

After an extensive discussion of options for revisions to the *Bylaws* to allow for holding virtual meetings, the ERG Committee agreed to strike all existing language regarding virtual meetings from the *Bylaws* to allow for maximum flexibility in holding meetings, and to add language to the *Bylaws* restricting voting to eligible Senators who are participating in the meeting when the vote is held.

The ERG Committee also agreed to recommend the Senate adopt a set of principles which guide the implementation of virtual meetings, and a separate set of logistical guidelines which are more flexible and can be updated as needed to accommodate changes in technology.

The committee also discussed various options the Senate could explore for holding meetings after the pandemic has ended, and agreed that the Senate Leadership and SEC should consider holding meetings virtually for the remainder of the 2020-2021 academic year, and make decisions about future meetings after all restrictions for in-person gatherings are lifted and the University returns to full operations.

After due consideration, the ERG Committee voted to approve the amendment to the *Bylaws* and its administrative recommendations at its meeting on November 4, 2020.

ALTERNATIVES

The Senate could choose to reject these provisions for virtual Senate meetings. If rejected, virtual meetings could occur only until the State of Emergency has lifted and University restrictions on operations due to the COVID-19 pandemic have ended, and alternate voting methods could be allowed.

RISKS

There are no known risks to the University.

FINANCIAL IMPLICATIONS

There are no known financial implications.



University Senate Provisions on Virtual Meetings

2020-2021 Committee Members

Marcia Shofner (Chair)
MacKenzie Allen (Undergraduate Student)
Sarah Babineau (Ex-Officio Director of Human Resources Rep)
Holly Brewer (Faculty Senator)
Leigh Ann DePope (Faculty)
Samaa Eldadah (Undergraduate Student)
Abigail Esquivias (Graduate Student Senator)
Ursula Gorham-Oscilowski (Faculty)
Robert Koulisch (Faculty)
Sharon La Voy (Ex-Officio Associate VP IRPA Rep)

Calvin Oates (Exempt Staff)
Alan Peel (Faculty)
Matthew Salerno (Undergraduate Student)
Jacob Scocca (Graduate Student)
Nathan Sparks (Non-Exempt Staff Senator)
Hilary Thompson (Faculty)

Date of Submission

November 2020

BACKGROUND

In March 2020, due to the COVID-19 pandemic, the State of Maryland, the University System of Maryland, and the University of Maryland each took steps to limit the reach of the virus, including restricting the size of meetings and moving work and learning to the online environment. In response to the restrictions on operations, on March 26, 2020, the Senate Executive Committee (SEC) voted to exercise its authority to act on behalf of the Senate under 4.3.a of the *Bylaws of the University Senate* in order to revise the *Bylaws* to allow the Senate to meet virtually. The SEC removed the language requiring Senators to be physically present in order to participate, and added language allowing for virtual meetings and alternate methods of voting until the State of Emergency and University restrictions on operations have ended ([Senate Document #19-20-45](#)). The SEC also recommended that the Elections, Representation, & Governance (ERG) Committee be charged with developing formal provisions for virtual meetings of the University Senate by the end of the Fall 2020 semester.

In September 2020, the SEC charged the ERG Committee with reviewing relevant sections of the University of Maryland Plan of Organization for Shared Governance and the *Bylaws*, and considering whether and under what circumstances the Senate should be allowed to meet virtually (Appendix 3).

COMMITTEE WORK

The ERG Committee began its consideration of the charge at its September 9, 2020 meeting. Throughout the fall semester, the committee reviewed provisions for Senate meetings as specified in the Plan, the new provision on virtual meetings in the *Bylaws*, best practices on electronic meetings in *Robert's Rules of Order*, and research on virtual Senate meeting procedures at peer institutions.

At its September 30, 2020 meeting, the committee consulted with the Senate Director and Senate Parliamentarian to learn more about the background and rationale behind the March 2020 *Bylaws* amendment, and to discuss the current principles and procedures for holding virtual Senate meetings. The committee learned that the prior provision requiring in-person participation at

meetings was originally added to the *Bylaws* by the Plan of Organization Review Committee (PORC) in 2015. PORC discussed in depth the question of whether the Senate should allow absentee or proxy voting, and determined that such voting methods would not be appropriate, as PORC felt it was important for Senators to be engaged in the discussion and fully aware of any amendments discussed and approved at the meeting in order to cast a vote. However, PORC did not consider situations like the current pandemic, which has required holding entire Senate meetings through a virtual platform.

The ERG Committee discussed at length the benefits and drawbacks of holding virtual meetings. The committee recognized that prohibiting virtual Senate meetings when an emergency situation limits or restricts holding in-person meetings would prevent the Senate from conducting any of its business, since the Plan and *Bylaws* do not provide any mechanism for conducting business outside of meetings, other than allowing the SEC to act on behalf of the Senate. The committee discussed accessibility concerns at length, recognizing that holding Senate meetings virtually can increase participation by Senators who may not be able to attend an in-person meeting because of time, location, or mobility constraints. ERG agreed that the technology used to enable participation and voting must be accessible to all Senators if meetings are to be held virtually. The committee also discussed the procedural elements of virtual meetings, and considered whether virtual meetings allow for a similar level of engagement and opportunities for participation. ERG learned that attendance has been higher at virtual Senate meetings, and that meetings have been allowing for similar levels of engagement and participation as in-person meetings by finding ways to allow Senators to obtain the floor to speak. In its discussion, the committee also acknowledged that holding meetings virtually also represents significant cost savings to the Senate Office in terms of room rentals, catering, and other costs. After consideration, the ERG Committee agreed to recommend that the Senate should be able to meet virtually.

The ERG Committee considered multiple options for revisions to the *Bylaws* in order to allow virtual meetings. The committee was guided by examples at peer institutions (Appendix 2), many of which have no specific language allowing or preventing virtual meetings in order to give flexibility to meet virtually as the need arises. The committee also considered options for including broad provisions to allow holding virtual meetings in order to clearly authorize the Senate Leadership to make such a decision, or for providing details of how virtual meetings will be conducted. After an extensive discussion, the committee agreed that maximum flexibility would be most appropriate, as it would allow the Senate Leadership to make decisions quickly as needs arise, so it agreed to strike all existing language regarding virtual meetings from the *Bylaws*.

After additional consideration, the committee recognized that in revising the *Bylaws* to remove all references to in-person and virtual meetings, the Senate would lose PORC's original principle. PORC had added language on in-person participation not to prevent virtual meetings, but rather to prevent proxy and absentee voting. By removing language requiring participation in order to vote on Senate matters, the *Bylaws* no longer had any language preventing proxy and absentee voting. PORC felt strongly that such voting methods were inconsistent with the Senate's process as a deliberative body. In order to uphold this principle, the ERG Committee agreed to add language to the *Bylaws* restricting voting to eligible Senators who are participating in the meeting when the vote is held.

The committee agreed that while the *Bylaws* should be silent on whether meetings will be held in person or virtually, Senators and the Senate as a whole would benefit from separate detailed guidance on principles and logistical procedures related to virtual Senate meetings. The committee emphasized that there are specific principles that the Senate should follow for virtual meetings, such

as that Senate procedures for virtual meetings should ensure that all meetings allow for participation by the campus community and voting by eligible Senators. The ERG Committee agreed to recommend that the Senate adopt principles which guide the implementation of virtual meetings. The committee also recommended that guidelines for logistical elements should be created, but determined that the logistics should be developed in a separate document which is more flexible and can be updated by the Senate Office as needed to accommodate changes in technology.

In considering the benefits of virtual meetings, the committee considered whether it may be beneficial to hold virtual Senate meetings after the pandemic has ended. The committee discussed various options the Senate could explore in the future, including holding all meetings virtually, or exploring hybrid approaches which combine in-person and virtual participation. As the situation is in flux due to the uncertain duration of the pandemic, the committee agreed to recommend that the Senate Leadership and the SEC should consider holding Senate meetings virtually for the remainder of the 2020-2021 academic year. The committee recommended that after all restrictions for in-person gatherings are lifted and the University returns to full operations, the Senate Leadership and the SEC should assess the lessons learned from virtual meetings during the pandemic in order to make future decisions on in-person or virtual meetings.

After due consideration, the ERG Committee voted to approve the amendment to the *Bylaws* and its administrative recommendations at its meeting on November 4, 2020.

RECOMMENDATIONS

The Elections, Representation, & Governance (ERG) Committee recommends that the *Bylaws of the University Senate* should be amended to allow for maximum flexibility in holding Senate meetings in-person or virtually, and to restrict voting to eligible members of the Senate who are participating in the meeting at the time of the vote, as indicated in the revised *Bylaws* immediately following this report.

The ERG Committee recommends that the Senate should adopt the *Principles for Virtual Senate Meetings* that follows this report.

The ERG Committee recommends that the Senate Office should develop and maintain guidelines on the logistical elements associated with virtual Senate meetings for Senators, similar to the guidelines provided in Appendix 1. These guidelines should be updated as needed to accommodate changes in functionality, technology, and transitions in the Senate.

The ERG Committee recommends that the Senate Leadership and the Senate Executive Committee (SEC) should consider holding Senate meetings virtually for the remainder of the 2020-2021 academic year.

The ERG Committee recommends that the Senate Leadership and the SEC should consider the benefits and drawbacks of holding virtual Senate meetings beyond the 2020-2021 academic year after assessing lessons learned to inform future scheduling decisions.

The ERG Committee recommends that the Senate Leadership and the SEC should have the flexibility to determine whether to hold Senate meetings virtually, after restrictions from the pandemic have been lifted and following an assessment of the benefits and drawbacks of virtual Senate meetings.

APPENDICES

Appendix 1 - Guidelines for Virtual Senate Meeting Logistics

Appendix 2 - Research on Virtual Meeting Procedures at Big 10 and Other Peer Institutions

Appendix 3 - Charge from the Senate Executive Committee

**BYLAWS
OF THE
UNIVERSITY SENATE
AT THE
UNIVERSITY OF MARYLAND**



Amended on November 12, 2020



BYLAWS OF THE UNIVERSITY SENATE

University of Maryland, College Park

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BYLAWS OF THE UNIVERSITY SENATE

The University of Maryland, College Park

ARTICLE 1 AUTHORIZATION

- 1.1 These *Bylaws of the University Senate* (hereafter referred to as the *Bylaws*) are adopted according to Article 7 of the *University of Maryland Plan of Organization for Shared Governance* (hereafter referred to as the *Plan*), and are subject to amendment as provided for in the *Plan*.

ARTICLE 2 MEMBERSHIP

- 2.1 The members of the Senate are as designated in Article 3 of the *Plan* and further specified in 2.1 and 2.2 below. All elected members are subject to the conditions stated in the *Plan*, including its provisions for expulsion, recall, and impeachment (Articles 4.10, 4.11, and 5.8 of the *Plan* and Article 2.3, 2.4, and 2.5 below).

2.1.a Staff Senators

For the purpose of Senate representation, the Staff Constituency is divided into the following categories. Each category shall elect one Senator from among its ranks for each 200 staff members or major fraction thereof.

1. Exempt Staff with appointment in Colleges, Schools, and Academic Affairs
2. Exempt Staff with appointment in Divisions
3. Non-Exempt Staff with appointment in Colleges, Schools, and Academic Affairs
4. Non-Exempt Staff with appointment in Divisions

- 2.1.b Staff member job categories will not include the category designated for the President, vice presidents, provosts, and deans if they hold faculty rank.

- 2.1.c Any individual within the faculty member voting constituency cannot be included in the staff member voting constituency or nominated for election as a staff Senator. Staff candidates for the Senate must have been employed at the University of Maryland College Park for 12 months prior to standing as candidates for the Senate. Staff members may not stand for Senate elections while in the probationary period of employment.

- 2.1.d An ex officio member denoted in the *Plan* (Article 3.6.a.) who is not precluded from staff member categories as noted in Articles 2.1.b and 2.1.c may be elected as a voting member of the Senate by an appropriate constituency. Such ex officio members should also have been employed by the University of Maryland College Park for 12 months prior to standing as candidates for the Senate.

- 2.1.e As noted in the *Plan* (Article 3.3.c), the term of each staff Senator shall be three (3) years. Terms of staff members will be staggered in such a way that for each term, one-third of the total members from a job category are serving the first year of their term. Not every member of a specific staff job category shall be elected in the same year. However, if the University or these *Bylaws* redefine the staff job categories outside of a normal reapportionment, the staff Senate seats will be vacated. A subsequent election will be held to populate all staff Senate seats within the new categories with staggered terms as follows:

- (1) One-third of the members in a job category who received the lowest number of votes will serve a one-year term,
- (2) One-third of the members in a job category who received the second lowest number of votes will serve two-year terms,
- (3) One-third of the members in a job category who received the highest number of votes will serve three year-terms.

A person serving less than a three-year term is defined as not to have served a full term and is eligible for re-election to a full term the following year.

2.2 Single Member Constituencies

The Senators defined in (a)-(g) below shall be voting members of the Senate. All elections held pursuant to this section shall be organized by the Office of the University Senate.

- (a) Part-Time Research, Part-Time Teaching, Adjunct, and both Full-Time and Part-Time Visiting Faculty who are not members of the Faculty Constituency as defined in Section 3.2 of the Plan shall together elect one (1) Senator, for a term of one (1) year, renewable for up to three (3) years. When the Senate votes by constituencies, that Senator shall have the same voting rights as a faculty Senator.
- (b) Emeritus Faculty who are not members of the Faculty Constituency as defined in Section 3.2 of the *Plan* shall elect one (1) Senator from among their ranks for a term of one (1) year, renewable for up to three (3) years. When the Senate votes by constituencies, that Senator shall have the same voting rights as a Faculty Senator.
- (c) Head Coaches who are not members of the Faculty Constituency as defined in Section 3.2 of the University Plan of Organization together shall elect one Senator from among their ranks to serve for a term of one (1) year, renewable for up to three (3) years. When the Senate votes by constituencies, that Senator shall have the same voting rights as a faculty Senator.
- (d) Post-Doctoral Scholars, Post-Doctoral Associates (formerly Research Associates), Junior Lecturers, and Faculty Assistants (formerly Faculty Research Assistants) who are not members of any Senate constituency as defined in Article 3 of the *Plan* together shall elect one (1) Senator, for a term of one (1) year, renewable for up to three (3) years. When the Senate votes by constituencies, that Senator shall have the same voting rights as a Faculty Senator.
- (e) The Contingent II staff shall elect one (1) Senator from among their ranks for a term of one (1) year, renewable for up to three (3) years. When the Senate votes by constituencies, that Senator shall have the same voting rights as all other staff Senators. The Contingent II staff Senator shall have been employed by the University for twelve months prior to their election.
- (f) The part-time undergraduate students shall elect one (1) Senator from among their ranks for a term of one (1) year, renewable for up to three (3) years. When the Senate votes by constituencies, that Senator shall have the same voting rights as all other student Senators.
- (g) The part-time graduate students shall elect one (1) Senator from among their ranks for a term of one (1) year, renewable for up to three (3) years. When the Senate votes by constituencies, that Senator shall have the same voting rights as all other student Senators.

2.3 Elected Senators shall not be absent from two (2) consecutive regularly scheduled meetings of the Senate without notifying the Office of the University Senate that they will require an excused absence (Article 4.10.a of the *Plan*). Also in accordance with Article 4.10 of the *Plan*, until the member attends a meeting of the Senate, or the Senator is expelled, that Senator shall be counted in the total membership when a quorum is defined for a meeting.

2.4 If an elected Senator is no longer a member of the constituency by which he or she was elected, the seat shall be vacated and the Senator shall be replaced according to the following guidelines:

- 2.4.a If there was a runner-up in the election in which the Senator was elected, the runner-up shall replace that Senator immediately, provided he or she is still eligible.
- 2.4.b If there was no runner-up in the election in which the Senator was elected and the vacancy occurs in the spring semester, that Senator shall serve for the remainder of the Senate year and shall be replaced in the next election cycle for the remainder of the term.
- 2.4.c If there was no runner-up in the election in which the Senator was elected and the vacancy occurs

prior to the spring semester, or if the Senator is unable to serve the remainder of the Senate year, the Senate Executive Committee, in consultation with the appropriate constituency, shall appoint a replacement for that Senator.

2.5 If an elected Senator is no longer in satisfactory standing at the University, he or she shall be replaced immediately in accordance with 2.4.a or 2.4.c above.

2.6 All elections shall be completed by the Transition Meeting of the Senate.

ARTICLE 3 MEETINGS

3.1 Regular Meetings:

The Senate shall schedule at least four (4) regular meetings each semester. The notice, agenda, and supporting documents shall be mailed, by campus or electronic-mail, from the Office of the University Senate to the membership no later than one calendar week prior to each regular meeting unless otherwise approved by the Executive Committee.

3.2 Special Meetings:

3.2.a Special meetings of the Senate may be called in any of the following ways, with the matter(s) to be considered to be specified in the call:

- (1) By the presiding officer of the Senate;
- (2) By a majority vote of the Executive Committee of the Senate;
- (3) By written petition of a majority of the elected members of the Senate. The petition shall be delivered to the Chair or the Executive Secretary and Director of the Senate. The Chair shall give notice of arrangements for the meeting within seventy-two (72) hours of receipt of a valid petition;
or
- (4) By resolution of the Senate.

3.2.b The notice of a special meeting shall include the agenda and shall be sent to the members of the Senate as far in advance of the meeting as possible. The agenda of a special meeting may specify a scheduled time of adjournment.

3.2.c The scheduling of a special meeting shall reflect the urgency of the matter(s) specified in the call, the requirement of reasonable notice, and the availability of the membership.

3.3 Openness of Meetings and Floor Privileges:

3.3.a Meetings of the Senate shall be open to all members of the campus community except when the meetings are being conducted in closed session.

3.3.b Representatives of the news media shall be admitted to all meetings of the Senate except when the meetings are conducted in closed session. The use of television, video, or recording equipment shall not be permitted except by express consent of the Senate.

3.3.c When a report of a committee of the Senate is being considered, members of that committee who are not members of the Senate may sit with the Senate and have a voice but not a vote in the deliberations of the Senate on that report.

3.3.d Any Senator may request the privilege of the floor for any member of the campus community to speak on the subject before the Senate. The Chair shall rule on such requests.

3.3.e By vote of the Senate, by ruling of the Chair, or by order of the Executive Committee included in the

agenda of the meeting, the Senate shall go into closed session. The ruling of the Chair and the order of the Executive Committee shall be subject to appeal, but the Chair shall determine whether such appeal shall be considered in open or closed session.

- 3.3.f While in closed session, the meeting shall be restricted to voting members of the Senate (Article 3 in the *Plan*), to members granted a voice but not a vote (Articles 3.6, 5.2.c, and 5.5.c. of the *Plan*), to the Executive Secretary and Director, to the parliamentarian and any staff required for keeping minutes and to other persons expressly invited by the Senate.

3.4 **Rules for Procedure:**

- 3.4.a The version of *Robert's Rules of Order* that shall govern the conduct of Senate meetings shall be *Robert's Rules of Order, Newly Revised*.
- 3.4.b A quorum for meetings shall be defined as a majority of elected Senators who have not given prior notification of absence to the Office of the University Senate, or sixty (60) Senators, whichever number is higher. For the purpose of determining a quorum, ex officio members without vote shall not be considered.
- 3.4.c Voting shall be restricted to eligible members of the Senate (Article 3 in the *Plan*) who are participating in the Senate meeting at the time of the vote.**

~~3.5 The Senate may hold virtual meetings instead of in-person meetings when there is a declared State of Emergency in Maryland and the University has restricted operations in place. Once the State of Emergency and University restrictions on normal operations for all constituencies have ended, the Senate will resume regular operations for its meetings. Alternative voting methods, including absentee voting, may be considered under these conditions.~~

ARTICLE 4 EXECUTIVE COMMITTEE

4.1 **Membership and Election:**

- 4.1.a As set forth in the *Plan* (Article 8.2), the members of the Executive Committee shall include the Chair and Chair-Elect of the Senate, thirteen (13) members elected from the voting membership of the Senate, and four (4) non-voting ex officio members.
- 4.1.b The election of the Executive Committee shall be scheduled as a special order at the transition meeting of the Senate in the Spring Semester, but in no case shall it precede the election of the Chair-Elect as provided for in the *Plan* (Article 5.3 and 5.7.a). In the event of a tie vote in the election for members of the Executive Committee, a ballot will be made available to each Senator as soon as the votes are counted and the tie discovered. Ballots are to be returned within one (1) week from the date of distribution.
- 4.1.c In the event of a vacancy on the Executive Committee, the available candidate who had received the next highest number of votes in the annual election for the Executive Committee shall fill the remainder of the unexpired term.

4.2 **Charge: The Executive Committee shall exercise the following functions:**

- 4.2.a Assist in carrying into effect the actions of the Senate;
- 4.2.b Act for the Senate as provided for by and subject to the limitations stated in Article 4.3;
- 4.2.c Act as an initiating body suggesting possible action by the Senate;
- 4.2.d Review and report to the Senate on administrative implementation of policies adopted by the Senate;

- 4.2.e Prepare the agenda for each Senate meeting as provided for by and subject to limitations stated in Article 4.4;
- 4.2.f Serve as a channel through which any member of the campus community may introduce matters for consideration by the Senate or its committees;
- 4.2.g Prepare and submit reports on the Senate's work to the President and the campus community;
- 4.2.h Review the operations of the Office of the University Senate each year, and make recommendations to the President or his or her designee for improvements in those operations and for the replacement or continuation of the Executive Secretary and Director;
- 4.2.i Serve as the channel through which the Senate and the campus community may participate in the selection of officers of the campus and the University;
- 4.2.j Perform such other functions as may be given it in other provisions of these *Bylaws* and the *Plan*; and
- 4.2.k Make recommendations on nominees for campus-wide and system-wide committees and councils requiring representatives, when necessary.

4.3 **Rules Governing Executive Committee Action for the Senate:**

- 4.3.a Where time or the availability of the membership precludes a meeting of the Senate, as, for example, during the summer or between semesters, the Executive Committee may act for the Senate.
- 4.3.b A report of all actions taken by the Executive Committee when acting for the Senate, with supporting material, shall be included with the agenda of the next regular meeting of the Senate. By written request of ten (10) Senators, received by the Chair of the Senate prior to the call to order of that meeting, any Executive Committee action on behalf of the Senate shall be vacated and the item in question placed on the agenda as a special order. If any such item is not petitioned to the floor, it shall stand as an approved action of the Senate.

4.4 **Rules Governing Preparation of the Senate Agenda:**

- 4.4.a The order of business for regular meetings shall be as follows:
 - (1) Call to order;
 - (2) Approval of the minutes of the previous regular meeting and any other intervening special meeting(s);
 - (3) Report of the Chair (including any report from the Executive Committee);
 - (4) Special orders of the day;
 - (5) Unfinished business;
 - (6) Reports of committees;
 - (7) Other new business; and
 - (8) Adjournment.
- 4.4.b For regular meetings the Executive Committee shall consider all submissions for inclusion on the Senate agenda. The Executive Committee may not alter a submission, but may delay its inclusion, may include it on the agenda of a special meeting, may submit the material directly to a committee of the Senate, or may refuse to place it on the agenda if the material is inappropriate, incomplete, or unclear. The party making a submission shall be notified of the action taken in this regard by the

Executive Committee.

4.4.c The order of business for a special meeting shall be as follows:

- (1) Call to order;
- (2) Statement by the Chair of the nature and origin of the call of the meeting;
- (3) The special order;
- (4) Other business as determined by the Executive Committee; and
- (5) Adjournment.

4.4.d For a special meeting the agenda shall include the matter(s) specified in the call of that meeting as the Special Order. Other items may be included on the agenda as the Executive Committee deems appropriate.

4.5 **Meetings of the Executive Committee:** A quorum of the Executive Committee shall be seven (7) voting members. Minutes of the meetings shall be kept. The agenda shall be made publicly available prior to each meeting. The Executive Committee shall meet at the call of the Chair or by petition of seven (7) voting members of the Executive Committee, or by petition of twenty-five (25) voting members of the Senate.

4.6 **The Senate Budget:** The Executive Secretary and Director shall be responsible for the Senate budget, shall consult with the Executive Committee on the preparation of the budget request, and shall report to the Executive Committee the funds received.

4.6.a The Executive Secretary and Director shall make an annual report to the Associate Vice President for Personnel and Budget on expenditure of the Senate budget.

4.6.b Consent of the Executive Committee shall be required before any change in the budgeted use of Senate funds involving more than ten percent (10%) of the total may be undertaken.

4.7 **Referral of Items to Standing Committees:** The Executive Committee shall refer items to the standing committees.

4.7.a The Executive Committee shall refer an item to an appropriate committee when instructed by the Senate or when requested by the President, or when petitioned by 150 members of the Senate electorate.

4.7.b The Executive Committee may also refer any item it deems appropriate, and the standing committee shall give due consideration to such requests from the Executive Committee.

4.7.c The Chair of the Senate may, as need requires, act for the Executive Committee and refer items to standing committees. All such actions shall be reported at the next meeting of the Executive Committee.

4.8 To the extent permitted by law and University policy, the records of the Senate shall be open.

ARTICLE 5 COMMITTEES OF THE SENATE

5.1 **Standing Committees - Specifications:** The specifications of each standing committee of the Senate shall state its name, its specific charge, and any exceptions or additions to the basic charge to standing committees stated in Article 5.2. The specifications shall list all voting ex officio members and shall define committee composition.

5.1.a **Standing Committees:** In an appropriate section of Article 6 there shall be specifications for each committee.

- 5.2 **Standing Committees - Basic Charge:** In its area of responsibility, as defined in its specifications, each committee shall be an arm of the Senate with the following powers:
- (1) To formulate and review policies to be established by the Senate according to the *Plan* (Article 1);
 - (2) To review established policies and their administration and to recommend any changes in policies or their administration that may be desirable;
 - (3) To serve in an advisory capacity, upon request, regarding the administration of policies;
 - (4) To function on request of the President or of the Executive Committee as a board of appeal with reference to actions and/or decisions made in the application of policies; and
 - (5) To recommend the creation of special subcommittees (Article 5.7-5.9) when deemed necessary.
- 5.3 **Standing Committees - Committee Operation:**
- 5.3.a Agenda Determination:
- (1) A committee shall have principal responsibility for identifying matters of present and potential concern to the campus community within its area of responsibility. Such matters should be placed on the agenda of the committee.
 - (2) Nonprocedural items shall be placed on the agenda of a committee by vote of that committee, by referral from the Executive Committee (Article 4.7), or by referral of policy recommendations. The committee shall determine the priorities of its agenda items.
 - (3) Committee agendas shall be made publicly available prior to each meeting.
- 5.3.b Minutes of the proceedings of each committee meeting shall be kept.
- 5.3.c Rules for Procedure of Standing Committees: The version of *Robert's Rules of Order* that shall govern the conduct of Standing Committees shall be *Robert's Rules of Order for Small Committees, Newly Revised*. Standing Committees shall determine how advancing technology, such as phone and video conferencing and other electronic methods of participation, can be used for their purposes. Standing Committees may choose to conduct votes via email, and shall agree on any other mechanisms for conducting business outside of meetings, when necessary.
- 5.3.d Quorum Requirements of Standing Committees: Unless a quorum number is specified in the membership description of a committee, the quorum shall be a majority of voting members of the committee.
- 5.4 **Standing Committees - Reporting Responsibilities:** Each committee shall be responsible through its presiding officer for the timely delivery of the following reports.
- 5.4.a The Executive Secretary and Director shall receive an announcement of each meeting of the committee stating the time and place of the meeting with agenda items. It shall be sent as far in advance of the meeting as possible.
- 5.4.b The committee shall report its progress on agenda items as required by the Executive Secretary and Director or the Chair of the Senate.
- 5.4.c Reports providing information and/or recommendations to the Senate shall be submitted to the Executive Committee for inclusion on the Senate agenda. Reports resulting from the committee's advisory or board of appeals function shall be submitted to the appropriate Senate or campus officer, and the Executive Committee notified of the submission.

- 5.4.d Upon written request of at least four (4) members of a committee, the presiding officer of that committee shall include a minority statement with any committee report. Those requesting inclusion need not support the substance of the minority statement.
- 5.4.e An annual report shall be presented to the Chair of the Senate at the end of the academic year, or, if approved by the Chair, no later than August 16, for submission to the Executive Committee. The report shall include a list of all items placed on the committee's agenda, noting the disposition of each and a summary of the committee's deliberations. A cover sheet for each annual report, containing an outline of topics considered by the committee and their status, shall be made publicly available. In the case of committees with little activity, the committee may recommend inactive status the ensuing year until charged by the Executive Committee to address a specific matter:
- (1) A committee may be placed on inactive status with approval of the Executive Committee. No presiding officer or members shall be appointed to the committee while on inactive status.
 - (2) A committee on inactive status may be reactivated by the Executive Committee when matters within its purview, as stipulated in Article 6, are brought to the Executive Committee for review. Following reactivation, the Office of the University Senate shall solicit volunteers for the committee in its annual volunteer period, and the Committee on Committees shall select members for the committee, in accordance with the provisions of 5.5 below.
 - (3) A Special Committee (Article 5.9) may not be appointed to consider matters within standing committee specifications in lieu of reactivating an inactive committee.

5.5 **Standing Committees - Selecting Members:** Persons shall be named to standing committees in accordance with the procedures listed below.

- 5.5.a The Office of the University Senate shall provide information on the charge and membership specifications of each committee.
- 5.5.b The Office of the University Senate shall solicit volunteers for the Senate's standing committees on an annual basis through an online process. During this volunteer period, all faculty, staff, and students shall be eligible to indicate their top three preferences for any committees with vacancies in their constituency and include a candidacy statement for consideration by the Committee on Committees. The Office of the University Senate will maintain these records for potential future use.
- 5.5.c The Committee on Committees shall develop slates of nominees to fill vacancies on the standing committees and University Councils. No person shall be nominated for a committee position without consenting to serve on that committee, either through indicated preference or explicit agreement. In making nominations, the Committee on Committees shall keep in view the continuing membership of the committee to ensure that the full membership complies with specifications of the *Plan* and these *Bylaws*. Committee members shall be nominated consistent with requirements for diversity specified in Section 8.1 of the *Plan*.
- 5.5.d Ex officio members named in a committee's specifications shall be voting members unless otherwise specified in the *Bylaws*. Upon recommendation of the Committee on Committees, the Executive Committee may appoint ex officio members with particular expertise or benefit to the committee. Such members shall serve with voice, but without vote. The Executive Committee is empowered to make such changes in non-voting ex officio membership as appropriate.
- 5.5.e The Committee on Committees shall forward a slate of nominees for committee service to the Executive Committee to place on the Senate agenda for approval. Each nominee shall be identified by name and constituency. The notice of nomination shall also include the name and constituency of continuing members of the committee, and the name and office of the ex officio members, listed for information only. The nominations shall be subject to action by the Senate consistent with the *Plan* and the specifications of these *Bylaws*.
- 5.5.f Terms on standing committees shall be two (2) years for faculty and staff, and one (1) year for

students. Appointments to two-year terms shall be staggered: that is, as far as practical, half of the terms from each faculty or staff constituency shall expire each year. Terms shall begin on July 1 of the appropriate year.

5.5.g A member of a standing committee whose term is expiring may be appointed to another term, subject to restrictions (1) and (2) below. The Committee on Committees is particularly charged to consider the reappointment of active student members.

- (1) No reappointment shall be made that would cause the appointee to serve longer than four consecutive years on the same committee.
- (2) At most, half of the non-student members of a committee whose terms are expiring in any given year may be reappointed.

5.5.h Terms as presiding officer of a committee shall be one year. A presiding officer may be reappointed if his/her tenure as a Senator is continuing; however, no one shall serve as presiding officer of a committee for longer than two (2) consecutive years.

5.5.i Appointments of the presiding officers of committees shall be made by the Chair of the Senate, designated on the annual committee slate, and shall be approved by the Senate.

5.6 **Standing Committees - Replacing Presiding Officers and Members:** The presiding officer and members of any active standing committee may be replaced for cause after inquiry by the Office of the University Senate with approval of the Executive Committee.

5.6.a Cause, for presiding officers, is defined as the following:

- (1) Failure to activate the committee during the first semester after appointment in order to organize its business and determine an agenda; or
- (2) Failure to activate the committee in order to respond to communications referred from the Executive Committee; or
- (3) Failure to activate the committee in order to carry out specific charges required in Article 6 or other Senate documents.

5.6.b Cause, for members, is defined as the following:

- (1) Continual absence from committee meetings and/or lack of participation in committee activities; or
- (2) Lack of registration on campus for students or termination of employment on campus for faculty and staff.

5.6.c Procedure for replacing presiding officers and members:

- (1) The decision to replace a presiding officer rests with the Executive Committee; and
- (2) Requests for replacing a committee member shall be submitted by the presiding officer of a committee to the Executive Committee; such requests will contain a statement citing the appropriate "cause."

5.6.d When the Executive Committee decides to replace a presiding officer or committee member, it shall request the Committee on Committees to identify a suitable replacement.

5.7 **Standing Committees - Appointing Special Subcommittees:** A standing committee of the Senate may appoint special subcommittees to assist in the effective performance of its responsibilities. Persons appointed to special subcommittees who are not members of standing committees must be approved by the Executive

Committee. The Chair of any special subcommittee must be a member of the standing committee making the appointment.

- 5.8 **Standing Committees - Appointing Special Joint Subcommittees:** Two or more standing committees of the Senate may appoint special joint subcommittees to assist in the effective review of issues that pertain to the charge of multiple committees. Persons appointed to serve who are not members of associated standing committees must be approved by the Executive Committee. The Chair of any such subcommittee must be a member of one of the associated standing committees making the appointment. Special Joint Subcommittees will report directly to the full associated standing committees for final action.
- 5.9 **Special Committees:** A special committee of the Senate may be established by resolution of the Senate to carry out a specified task. The empowering resolution shall also stipulate the means of selecting the committee and any restrictions on its composition. The committee shall function until the completion of its tasks or until discharged by the Senate. A final report of its work shall be presented to the Senate. Members shall serve for the duration of the committee unless otherwise specified by the Senate.

ARTICLE 6 STANDING COMMITTEE SPECIFICATIONS

6.1 Academic Procedures and Standards Committee:

- 6.1.a Membership: The committee shall consist of an appointed presiding officer; ten (10) faculty members; one (1) staff member; three (3) undergraduate and one (1) graduate student; and the following persons or a representative of each: the Senior Vice President and Provost, the Director of Undergraduate Admissions, the University Registrar, the Associate Provost for Academic Affairs and Dean for Undergraduate Studies, and the Associate Provost for Academic Affairs and Dean of the Graduate School.
- 6.1.b Quorum: A quorum of the Academic Procedures and Standards Committee shall be ten (10) voting members.
- 6.1.c Charge: The committee shall formulate and continually review policies, rules, and regulations governing the admission, readmission, academic standing, and dismissal of all students for academic deficiency.
- 6.1.d Charge: The committee shall formulate and continually review policies and procedures for academic advisement, scheduling of classes, and registration.
- 6.1.e Charge: The committee shall formulate and continually review policies to be observed by the instructional staff in conducting classes, seminars, examinations, students' research, and student evaluations.
- 6.1.f Policies, rules, and regulations exclusively governing admission, readmission, scholastic standing, and dismissal of graduate students for academic deficiency shall be reviewed by an appropriate committee of the Graduate School. Such policies, rules, and regulations will be transmitted by the Graduate School directly to the Senate through the Executive Committee. Policies, rules, and regulations that concern both graduate and undergraduate matters shall be considered by both the Academic Procedures & Standards (APAS) Committee and the appropriate committee of the Graduate School.

6.2 Campus Affairs Committee:

- 6.2.a Membership:
- (1) The committee shall consist of an appointed presiding officer; six (6) faculty members; two (2) undergraduate and two (2) graduate students; two (2) staff members, with one exempt and one non-exempt to the extent of availability; the President or a representative of the Student Government Association; the President or a representative of the Graduate Student Government; and the following persons or a representative of each: the Senior Vice President and Provost, the Vice President for Administration & Finance, the Vice President for Student

Affairs, the Vice President for University Relations, the Vice President for Diversity & Inclusion, and the Chair of the Coaches Council.

- (2) When discussions of safety are on the agenda, the Chief of Police, the Office of General Counsel, the Director of Transportation Services, and other campus constituencies, as appropriate, shall be invited to participate or send a representative.
- (3) The Chair of this committee or a faculty member designated by the Chair and approved by the Senate Executive Committee will serve as an ex officio member of the Athletic Council. The Chair, or a committee member designated by the Chair, shall also serve as an ex-officio member of the Campus Transportation Advisory Committee.

6.2.b Quorum: A quorum of the Campus Affairs Committee shall be nine (9) voting members.

6.2.c Charge: The committee shall formulate and continually review policies and regulations affecting the entire campus, its functions, its facilities, its internal operation and its external relationships, including the awarding of campus prizes and honors, and make recommendations concerning the future of the campus.

6.2.d Charge: The committee shall formulate and continually review policies and procedures for the periodic review of campus level administrators.

6.2.e Charge: The committee shall periodically gather community input on safety and security issues and shall act as a liaison between the police and the campus community.

6.3 Committee on Committees:

6.3.a Membership and terms:

- (1) As set forth in the *Plan* (Article 8.3.a), the Committee on Committees shall be chaired by the Chair-Elect of the Senate.
- (2) The voting membership, as defined in the *Plan* (Article 8.3.a), shall consist of the Chair-Elect of the Senate, six (6) faculty members elected by faculty Senators, with no more than one (1) from any College or School; one (1) non-exempt staff member elected by non-exempt staff Senators; one (1) exempt staff member elected by exempt staff Senators; one (1) undergraduate student elected by undergraduate student Senators; and one (1) graduate student elected by graduate student Senators.
- (3) Students are elected to serve for one (1) year, faculty and staff for two (2) years, whether or not their membership in the Senate continues beyond their first year of service in the committee.
- (4) Terms of faculty and staff members are staggered in such a way that, at any time, no more than three (3) faculty members and one (1) staff member are serving the second year of their term.
- (5) In the event of a vacancy on the Committee on Committees, the available candidate who had received the next highest number of votes in the last annual election for the Committee on Committees shall fill the remainder of the unexpired term. In the event that there is no runner-up, the Executive Committee shall fill the vacant seat.
- (6) A quorum of the Committee on Committees shall be six (6) voting members.

6.3.b Charge:

- (1) As set forth in the *Plan* (Article 8.3.b), responsibilities of the Committee on Committees include:
 - (a) Identification and recruitment of individuals for service on Senate committees;
 - (b) Approval of the University Library Council slate of nominees, as mandated in section 2.C of

the Bylaws of the University Library Council.

- (c) Creation of a slate of nominees for the Nominations Committee, for approval by the Senate.
- (2) Additional duties include:
 - (a) As needed, the Committee on Committees may be charged to assess effectiveness of committees, and make recommendations for improvements and changes in their operations and structure.
 - (b) Other such duties as specified by the Executive Committee.
- 6.3.c Operation: The Committee on Committees shall follow the procedures specified for standing committees in Article 5 above, with the exception of 5.5.

6.4 Educational Affairs Committee:

- 6.4.a Membership: The committee shall consist of an appointed presiding officer; ten (10) faculty members, of whom at least two (2) must be tenured/tenure-track faculty members and at least two (2) must be professional track faculty members; two (2) staff members, with one exempt and one non-exempt to the extent of availability; two (2) undergraduate students and one (1) graduate student; the President or a representative of the Student Government Association; the President or a representative of the Graduate Student Government; the Associate Dean for General Education; a representative of the Associate Provost for Academic Affairs and Dean for Undergraduate Studies; and the following persons or a representative of each: the Senior Vice President and Provost, the Associate Provost for Academic Affairs and Dean of the Graduate School, and the Vice President of Information Technology and CIO.
- 6.4.b Quorum: A quorum of the Educational Affairs Committee shall be eleven (11) voting members.
- 6.4.c Charge: The committee shall formulate and continually review plans and policies to strengthen the educational system of the College Park campus. The committee shall receive ideas, recommendations, and plans for educational innovations from members of the campus community and others. The committee shall inform itself of conditions in the Colleges, Schools, and other academic units, and shall propose measures to make effective use of the resources of the campus for educational purposes.
- 6.4.d Charge: The committee shall exercise broad oversight and supervision of the General Education Program at the University of Maryland as described in the 2010 document Transforming General Education at the University of Maryland and the General Education Implementation Plan approved by the University Senate in February 2011. The committee shall review and make recommendations concerning the General Education Program to the Senate and the Associate Provost for Academic Affairs and Dean for Undergraduate Studies. Such recommendations shall include, as the committee deems appropriate, the program's requirements and its vision, especially with regard to evaluating trends, reviewing learning outcomes, and maintaining the balance of courses in the General Education categories.
- 6.4.e Relation of the Educational Affairs Committee to the General Education Program and the Office of the Associate Provost for Academic Affairs and Dean for Undergraduate Studies:
 - (1) The Associate Provost for Academic Affairs and Dean for Undergraduate Studies will prepare an annual report on the status of the General Education Program and will send the report to the Educational Affairs Committee by October 1.
 - (2) The Associate Provost for Academic Affairs and Dean for Undergraduate Studies will meet with the Educational Affairs Committee as needed to discuss or update the report. Topics will include but not be limited to: the membership and ongoing work of the General Education Faculty Boards; the proposal and approval process for General Education courses; the

learning outcomes for the different course categories; areas where additional courses or rebalancing may be needed; trends and developments that may impact the General Education Program; and informational resources for students, faculty, and advisors about the General Education Program.

- (3) The Office of the Associate Provost for Academic Affairs and Dean for Undergraduate Studies shall inform the committee of modifications in the proposal or review process, the disposition of recommendations from the committee, and any other changes regarding the implementation of the General Education Program as specifically delegated to that office.

6.5 Elections, Representation, and Governance Committee:

- 6.5.a Membership: The committee shall consist of an appointed presiding officer; six (6) faculty members; one (1) exempt staff member; one (1) non-exempt staff member; two (2) undergraduate and two (2) graduate students; and representatives of the Director of Human Resources and the Associate Vice President for Institutional Research, Planning, and Assessment.
- 6.5.b Quorum: A quorum of the Elections, Representation, and Governance Committee shall be eight (8) voting members.
- 6.5.c Charge: The committee shall review and recommend policies regarding the conduct of elections, determine correct apportionments for all constituencies, and investigate and adjudicate all charges arising from the management and results of Senate elections.
- 6.5.d Charge: The committee shall determine the correct apportionment for all constituencies every five (5) years as stipulated in Article 3.8 of the Plan and following any review or revision of the *Plan* as stipulated in Article 6.3 of the *Plan*.
- 6.5.e Charge: The committee shall supervise all Senatorial elections and referenda in accordance with the *Plan* (Article 4.2), and shall consult with certain constituencies in their nomination and election processes in accordance with the *Plan* (Article 4) as requested by the Executive Committee.
- 6.5.f Charge: The committee shall formulate and review procedures for the tallying and reporting of election results and shall perform other such duties as appropriate (Article 3.3.b of the *Plan*).
- 6.5.g Charge: The committee shall review the Plans of Organization of the Colleges, Schools, and other units, in accordance with the *Plan* (Article 11) and as specified in Appendix 7 of these Bylaws.
- 6.5.h Charge: The committee shall review and observe the operation and effectiveness of the University Senate and make any appropriate recommendations for improvements.
- 6.5.i Charge: The committee shall receive all petitions for impeachment of the Chair or Chair-Elect in accordance with the *Plan* (Article 5.8).
- 6.5.j Charge: The committee shall initiate procedures for expelling Senators in accordance with the *Plan* (Article 4.10).
- 6.5.k Charge: The committee shall receive all petitions for the recall of Senators in accordance with the *Plan* (Article 4.11).

6.6 Equity, Diversity, & Inclusion Committee:

- 6.6.a Membership: The committee shall consist of an appointed presiding officer; five (5) faculty members; three (3) exempt staff members; two (2) non-exempt staff members; two (2) undergraduate and two (2) graduate students; and the following persons or a representative of each: the Senior Vice President and Provost, the Vice President for Diversity & Inclusion, the Vice President for Administration & Finance, the Vice President for Student Affairs, and the Director of the Office of Civil Rights and Sexual Misconduct.

- 6.6.b Quorum: A quorum of the Equity, Diversity, & Inclusion Committee shall be ten (10) voting members.
- 6.6.c Charge: The committee shall actively promote an equitable, diverse, and inclusive campus that is free from all forms of discrimination by formulating and continually reviewing policies and procedures pertaining to issues of equity, diversity, and inclusion. These include but are not limited to the University of Maryland Non-Discrimination Policy and Procedures and the University of Maryland Disability & Accessibility Policy and Procedures.
- 6.6.d Charge: The committee shall consider programs and activities for improving equity, diversity, and inclusiveness on campus, and shall make recommendations to appropriate campus bodies.

6.7 Faculty Affairs Committee:

- 6.7.a Membership: The committee shall consist of an appointed presiding officer; ten (10) faculty members, of whom four (4) shall be Senators including one (1) assistant professor and one (1) professional track faculty member; one (1) undergraduate student and two (2) graduate students; one (1) staff member; and the following persons or a representative of each: the President, the Senior Vice President and Provost, and the Director of Human Resources. One (1) elected Council of University System Faculty representative from the University shall serve as a voting ex officio member. The Faculty Ombuds Officer shall serve as a non-voting ex officio member.
- 6.7.b Quorum: A quorum of the Faculty Affairs Committee shall be nine (9) voting members.
- 6.7.c Charge: The committee shall formulate and continually review policies pertaining to faculty life, employment, academic freedom, morale, and perquisites.
- 6.7.d Charge: The committee shall work for the advancement of academic freedom and the protection of faculty and research interests.
- 6.7.e Charge: The committee shall, in consultation with Colleges, Schools, and other academic units, formulate and review procedures for the periodic review of academic administrators below the campus level.
- 6.7.f Charge: The committee shall review the Appointment, Promotion, and Tenure or Permanent Status section of each College, School, or the Library Plan of Organization in accordance with Appendix 7 of these *Bylaws*. In conjunction with this review, the committee shall also review the professional track faculty Appointment, Evaluation, and Promotion Policy of each College, School, or the Library.

6.8 Programs, Curricula, and Courses Committee:

- 6.8.a Membership: The committee shall consist of an appointed presiding officer; ten (10) faculty members; one (1) staff member; two (2) undergraduate students and one (1) graduate student; and the following persons or a representative of each: the Senior Vice President and Provost, the Associate Provost for Academic Affairs and Dean for Undergraduate Studies, the Associate Provost for Academic Affairs and Dean of the Graduate School, and the Dean of Libraries.
- 6.8.b Quorum: A quorum of the Programs, Curricula, and Courses Committee shall be nine (9) voting members.
- 6.8.c Charge: The committee shall formulate, review, and make recommendations to the Senate concerning policies related both (1) to the establishment, modification, or discontinuance of academic programs, curricula, and courses; and (2) to the establishment, reorganization, or abolition of colleges, schools, academic departments, or other units that offer credit-bearing programs of instruction or regularly offer courses for credit.
- 6.8.d Charge: The committee shall review and make recommendations to the Senate in at least the areas

designated by (1) through (3) below. Recommendations in these areas are not subject to amendment on the Senate floor unless a detailed objection describing the area of concern has been filed with the Office of the University Senate at least forty-eight (48) hours prior to the meeting at which the recommendations will be introduced. The committee will announce proposed recommendations to the campus community sufficiently in advance of the meeting at which they are to be considered so as to allow time for concerned parties to file their objections.

- (1) All proposals for the establishment of a new academic program, for the discontinuance of an existing academic program, for the merger or splitting of existing academic programs, or for the renaming of an existing academic program;
 - (2) All proposals for the creation, abolition, merger, splitting, or change of name of Colleges, Schools, departments of instruction, or other units that offer credit-bearing programs of instruction or regularly offer courses for credit; and
 - (3) All proposals to reassign existing units or programs to other units or programs.
- 6.8.e Charge: The committee shall review and shall directly advise the Office of Academic Planning and Programs concerning proposals to modify the curricula of existing academic programs, or to establish citation programs consistent with College rules approved by the Senate. The committee shall inform the Senate of its actions in these cases.
- 6.8.f Charge: The committee shall review, establish, and advise the Vice President's Advisory Committee concerning policies for adding, deleting, or modifying academic courses.
- 6.8.g Charge: The committee shall be especially concerned with the thoroughness and soundness of all proposals, and shall evaluate each according to the mission of the University, the justification for the proposed action, the availability of resources, the appropriateness of the sponsoring group, and the proposal's conformity with existing regulations. The committee shall be informed of any recommendations made by the Academic Planning Advisory Committee concerning resource issues, the consistency of the proposed action with the University's mission and strategic directions, or both.
- 6.8.h Operation: The committee shall follow the procedures specified for standing committees in Article 5 above, with the exception of 5.3.b.
- 6.8.i Relation of the Programs, Curricula, and Courses Committee to the Office of the Senior Vice President and Provost.
- (1) The committee, in consultation with the Office of the Senior Vice President and Provost, shall determine the requirements for supporting documentation and the procedures for review for all proposals.
 - (2) The committee shall be informed by the Office of the Senior Vice President and Provost of all proposed modifications to existing programs and curricula. After consulting with the presiding officer of the committee, the Office of the Senior Vice President and Provost shall act on all minor changes that are not of a policy nature.
 - (3) The committee shall be informed by the Office of the Senior Vice President and Provost of all changes made pursuant to 6.8.i(2). The committee shall be informed by the Office of the Senior Vice President and Provost of all other changes in academic curricula whose approval has been specifically delegated to that office. In particular, this includes the approval to offer existing academic programs through distance education or at a new off-campus location.
- 6.8.j Relationship of the Programs, Curricula, and Courses Committee to the Graduate School: Proposals concerned with graduate programs and curricula shall receive the review specified by the Graduate School, in addition to the review of the Programs, Curricula, and Courses Committee. Any such proposal whose approval has been denied by the Graduate School shall not be considered by the committee.

6.9 Staff Affairs Committee:

- 6.9.a Membership: The committee shall consist of an appointed presiding officer; eight (8) staff members, with two (2) members from each of the elected staff categories; two (2) Category II contingent employees, with one exempt and one non-exempt to the extent of availability; one (1) faculty member; one (1) student; and one (1) representative each of the Senior Vice President and Provost, the Director of Human Resources, the Vice President for Administration & Finance and the Vice President for Student Affairs. The three (3) elected University representatives to the Council of University System Staff (CUSS) shall serve as voting ex officio members; the alternate University representatives to the Council of University System Staff (CUSS) shall be non-voting ex officio members.
- 6.9.b Quorum: A quorum of the Staff Affairs Committee shall be nine (9) voting members.
- 6.9.c Charge: The committee shall formulate and continually review campus policies affecting staff members, including policies regarding periodic review of campus departments and administrators that employ staff members.
- 6.9.d Charge: The committee shall assist the Office of the University Senate in soliciting nominations and encouraging participation in elections of staff Senators as specified in Article 4.5 of the *Plan*.
- 6.9.e Charge: Staff Affairs shall assist the Committee on Committees and the Senate Executive Committee in identifying and recruiting staff representatives for campus and Senate committees, including system-wide activities involving staff.
- 6.9.f Charge: The committee shall administer the Council of University System Staff (CUSS) nomination and election process. Definitions of eligible staff shall be defined by the Board of Regents and CUSS.
- 6.9.g Charge: The committee shall actively promote and provide orientation and opportunities for staff involvement in shared governance at every administrative level.
- 6.9.h Charge: The committee shall facilitate the annual nomination process for the Board of Regents' Staff Awards at the University of Maryland, College Park.

6.10 Student Affairs Committee:

- 6.10.a Membership: The committee shall consist of an appointed presiding officer; eight (8) undergraduate students, of whom four (4) must be Senators; four (4) graduate students, of whom two (2) must be Senators; two (2) faculty members; two (2) staff members with one exempt and one non-exempt to the extent of availability; the President or a representative of the Student Government Association; the President or a representative of the Graduate Student Government; two (2) representatives of the Office of the Vice President for Student Affairs; and one (1) representative each from the Graduate School, and the Department of Resident Life.
- 6.10.b Quorum: A quorum of the Student Affairs Committee shall be ten (10) voting members.
- 6.10.c Charge: The committee shall formulate and continually review policies regarding all non-academic matters of student life including, but not limited to, student organizations, resident life, extracurricular activities, and student concerns in the campus community.
- 6.10.d Charge: The committee shall support the work of other Senate committees by assessing and communicating the student perspective on a range of issues affecting students, including matters outside the purview described in 6.10.c.
- 6.10.e Charge: The committee shall assist the Office of the University Senate and the Colleges and Schools as appropriate in soliciting nominations and encouraging participation in the election of student Senators.

6.11 Student Conduct Committee:

- 6.11.a Membership: The committee shall consist of an appointed presiding officer; four (4) faculty members; one (1) staff member; five (5) students, of whom at least three (3) must be undergraduate students and one (1) must be a graduate student; and the Director of the Office of Student Conduct, or a representative, as a non-voting ex officio member.
- 6.11.b Charge: The committee shall formulate and continually review recommendations concerning the rules and codes of student conduct, as well as means of enforcing those rules and codes.
- 6.11.c Charge: The committee acts as an appellate body for infractions of the approved Code of Student Conduct and Code of Academic Integrity. Procedures for the committee's operation in this role are to be developed and filed with the Office of Student Conduct and the Executive Secretary and Director of the Senate. The committee shall also confirm members of all judicial boards listed in the Code of Student Conduct, except conference and ad hoc boards.

ARTICLE 7 SPECIAL COMMITTEE ON UNIVERSITY FINANCE

7.1 Membership and Selection:

- 7.1.a Composition: The special committee shall consist of a presiding officer appointed by the Senate Chair from among the tenured faculty; five (5) tenured or tenure-track faculty members; one (1) professional track faculty member; one (1) exempt staff member; one (1) non-exempt staff member; two (2) undergraduate students; one (1) graduate student; the immediate Past Chair of the Senate; the Associate Vice President for Finance and Chief Financial Officer; the Associate Vice President for Finance and Personnel, Academic Affairs; and the following persons or a representative of each: the President, and the Vice President for Student Affairs. The Senior Vice President and Provost shall also appoint a representative chosen from among current and former unit-level budget officers or former department chairs. All members of the special committee shall be voting members.
- 7.1.b Selection of Members: The regular membership of the special committee shall be selected by the elected members of the Senate Executive Committee. Following the May 7, 2019, Transition Meeting, current Senators may nominate any member of the campus community. Nominees shall provide a statement indicating their interest in and qualifications for the special committee. Members of the Senate Executive Committee may not be nominated. Elected members of the Senate Executive Committee will vote by constituencies for members of the special committee. In the event of a tie, the Senate Chair will cast the deciding vote.
- 7.1.c Membership—Vacancies: After each Transition Meeting of the Senate, current Senators may nominate members of the campus community for any vacant seats. In the event of a vacancy during the academic year, members of the Senate Executive Committee from the respective constituency will select a replacement from the most recent list of nominees. If there are no interested nominees, a new nomination period will be opened and members of the Senate may submit nominations following the procedures in 7.1.b.
- 7.1.d Membership—Terms: Terms shall be three (3) years for faculty and staff, and one (1) year for students. Student members who wish to continue may be renewed up to two times. Terms shall begin on July 1, 2019.

7.2 Charge: The special committee shall exercise the following functions:

- 7.2.a Develop a deep understanding of the University's budget and budgeting processes and use that knowledge to educate the campus community on these practices.
- 7.2.b Consult with and advise the President, the Senior Vice President and Provost, and other University administrators on short- and long-term institutional priorities, particularly as they relate to the University's mission and Strategic Plan.

- 7.2.c Advise Senate-related bodies—including committees, councils, and task forces—on the fiscal implications of any proposed recommendations under consideration.
 - 7.2.d Report to the Senate two times each year on the budgetary and fiscal condition of the University and the administration's response to any special committee recommendations.
 - 7.2.e Regularly report on its activities and the budgetary and fiscal condition of the University to the Senate Executive Committee.
- 7.3 Operations:
- 7.3.a Agenda Determination: The special committee shall have principal responsibility for identifying matters of present and potential concern to the campus community within its area of responsibility. The presiding officer shall place such matters on the agenda of the committee. Agendas shall be made publicly available prior to each meeting.
 - 7.3.b Meetings: The special committee shall meet as frequently as is needed to accomplish its charge, but at least monthly throughout the academic year. Additional meetings may be required over the summer months to accommodate the University's budgeting processes. Given the sensitive nature of the special committee's work, meetings will be closed to all but members and invited guests.
 - 7.3.c Minutes: Minutes of the special committee's proceedings shall be kept.
 - 7.3.d Procedure: The version of *Robert's Rules of Order* that shall govern the special committee shall be *Robert's Rules of Order for Small Committees, Newly Revised*. The special committee shall determine how technology, such as phone and video conferencing and other electronic methods of participation, can be used for its purposes. The special committee may choose to conduct votes via email, and shall agree on any other mechanisms for conducting business outside of meetings, when necessary.
 - 7.3.e Quorum: Quorum shall be a majority of the members of the special committee.
 - 7.3.f Guests: The special committee may invite guests to participate in its meetings if it is deemed necessary.
- 7.4 Dissolution:
- 7.4.a The special committee shall be dissolved following the adjournment of the last regular Senate meeting of the 2021-2022 academic year, at which time the provisions in this article will become inoperative.

ARTICLE 8 UNIVERSITY COUNCILS

- 8.1 **Definition:** University Councils are established by Article 8.6 of the *Plan* to exercise an integrated advisory role over specified campus units and their associated activities. University Councils are jointly sponsored by the University Senate and the Office of the President or Provost (as appropriate). University Councils may be assigned reporting responsibilities to any member(s) of the College Park administration at the dean level or above (hereafter referred to as the "designated administrative officer").
- 8.2 **Creation of University Councils:** Proposals to create a University Council shall be evaluated by a task force appointed jointly by the Senate Executive Committee and the designated administrative officer to whom the new Council would report. Following its deliberations, this task force shall present a report (hereafter referred to as the "Task Force Report") to the Senate, the designated administrative officer, and the director of the unit whose activities are the focus of the Council. The Task Force Report shall indicate the specifications that define the working relationship among the Senate, the designated administrative officer, and the director. The Task Force Report shall include at least the following: the scope and purpose of the new Council; a review of the current committees and advisory relationships to be superseded by the proposed Council; identification of the designated administrative officer and unit director to whom the Council reports; the charge to the Council; the size, composition, and appointment process of members of the Council; the Council's relationship to the Senate, the designated administrative officer, and the director including the responsibilities of these three

sponsors to the Council and the responsibilities of the Council to these three sponsors; and principles for operation of the Council. The Task Force Report shall be reviewed by the Executive Committee, approved by the designated administrative officer, and then approved by the Senate. At the same time, the Senate shall approve appropriate revisions in its *Bylaws* to incorporate the Council into its council structure as defined in Article 8 of these *Bylaws*. The Task Force Report, as approved, shall be preserved with official Senate documents, serving as a record of the original agreements establishing the Council.

- 8.3 **Specifications in Senate Bylaws:** For each Council, Senate Bylaws shall: state its name; specify its responsibilities to the Senate; define its membership, including any voting privileges of ex officio members; and identify any exceptions or additions to the provisions of this Article particular to the Council.
- 8.4 **Basic Charge:**
- 8.4.a The Council's responsibilities to the University Senate shall include those specified for Senate committees in Article 5.2 of these *Bylaws*. In addition, each Council shall:
- (1) Sponsor hearings, as appropriate, on issues within its purview that are of concern to the Senate and the campus community.
 - (2) Provide a mechanism for communication with the campus community on major issues facing the unit and its activities.
 - (3) Respond to charges sent to the Council by the Senate Executive Committee in accordance with Article 4.7.
 - (4) Provide an annual written report to the Senate on the Council's activities including the status of unresolved issues.
- 8.4.b Responsibilities to the designated administrative officer shall be specified in the Task Force Report and may include:
- (1) To advise on the unit's budget, space, and other material resources, in addition to personnel, staffing and other human resources.
 - (2) To advise on the unit's administrative policies and practices.
 - (3) To advise on the charges to be given to periodic internal and external review committees.
 - (4) To respond to requests for review, analysis, and advice from the designated administrative officer.
 - (5) To meet at least annually with the designated administrative officer to review the major issues facing the unit and its activities on campus.
 - (6) To fulfill such other responsibilities as specified in the Task Force Report.
- 8.4.c Responsibilities to the unit's director shall be specified in the Task Force Report and may include:
- (1) To advise on the needs and concerns of the campus community.
 - (2) To advise on opportunities, policies, and practices related to the unit's ongoing operations.
 - (3) To review and advise on unit reports, studies, and proposed initiatives.
 - (4) To respond to requests for review, analysis, and advice made by the director.
 - (5) To meet at least annually with the director to review the major issues facing the unit and its

activities on campus.

(6) To fulfill such other responsibilities as specified in the Task Force Report.

8.5 **Membership and Appointment to University Councils:**

- 8.5.a Membership: Councils shall have nine (9) to thirteen (13) members as specified in the appropriate subsection of Article 9 of these *Bylaws*. In addition, each Council shall include an ex officio member designated by the administrative officer, and such other ex officio members as specified in Article 5.5.d of these *Bylaws*. These ex officio members shall have voice but no vote.
- 8.5.b Appointment: Representatives of the designated administrative officer's office and the University Senate shall agree on nominees for vacancies on the Council. These nominations shall be submitted to the designated administrative officer for approval. In addition, these nominations shall be submitted to the University Senate for approval, or for election if specified in the Council's governing documents. In exercising its powers of appointment to the Council, the Senate shall follow procedures for review and approval for Senate committee appointments specified in Article 5.5.e of these *Bylaws*.
- 8.5.c Terms: Rules governing beginning date and length of terms, and restrictions on reappointment shall be specified in the governing documents of each Council. The presiding officer shall serve a three (3) year term and cannot be reappointed, unless otherwise specified in the governing documents of the Council.
- 8.5.d Appointment of Presiding Officer: The designated administrative officer and the Senate Executive Committee shall reach an agreement on a presiding officer, and the joint choice shall be submitted to the Senate for approval. If the presiding officer is selected from among the membership of the Council, a replacement shall be appointed to the vacated seat.

8.6 **Operational Relationship of University Councils to Sponsors:**

- 8.6.a The Office of the University Senate shall provide basic support for the activities of University Councils.
- 8.6.b The office of the designated administrative officer, through its ex officio University Council member, shall provide liaison to other administrative units as required.
- 8.6.c The unit director shall provide the University Council with internal data, reports, studies, and any other materials required to support the Council's work. In addition, the director shall also arrange for unit staff to appear before the committee as requested.
- 8.6.d Control of the University Council's agenda shall be the responsibility of the presiding officer of the University Council and the voting members of the University Council in accordance with procedures for standing committees provided in Article 5.3.a, subject to the charges provided in Article 8.4 of these *Bylaws*, the appropriate subsection of Article 9 of these *Bylaws*, and the approved Task Force Report governing the University Council.
- 8.6.e Each University Council shall develop its own bylaws, which must be approved by the designated administrative officer and by the Senate.
- 8.6.f In addition to the required annual report, the presiding officer shall keep the Chair of the Senate informed of the major issues before the University Council and shall indicate when action or information items are likely to be forwarded for Senate consideration. In submitting recommendations for Senate action, the University Council shall inform the unit director and the designated administrative officer in advance of its recommendations. For purposes of conducting Senate business, reports from the University Council and floor privileges of the Senate shall be managed in the same manner as standing committees of the Senate defined in these *Bylaws* (3.3.c, 4.4.b). In the case where the presiding officer of the University Council is not a member of the Senate, he or she may report to the Senate and participate in the deliberations of the Senate subject to the provisions of Article 3.3.c of these *Bylaws*.

8.7 Review of University Councils:

- 8.7.a Five (5) years after a University Council is formed, a review of the University Council shall be undertaken jointly by the Senate and administration, and a written report issued. The review may recommend continuation of the University Council in its original form and mode of operation, modification of the University Council structure and/or operations, or discontinuance of the University Council.
- 8.7.b Following the initial review, the University Council and its operations shall be reviewed in conjunction with the periodic review of the *Plan*.

ARTICLE 9 UNIVERSITY COUNCIL SPECIFICATIONS

9.1 University Library Council

- 9.1.a Charge: The University Library Council has the responsibility to provide advice and to report on policy issues concerning the University Libraries to the University Senate, to the Senior Vice President and Provost, and to the Dean of Libraries (see Appendix 1 for additional responsibilities and the Library Council's Bylaws).
- 9.1.b Membership: The Library Council shall consist of thirteen (13) appointed members and four (4) ex officio members. The appointed members shall be: the Chair, ten (10) faculty members including at least one (1) member of the library faculty, one (1) graduate student, and one (1) undergraduate student. The four (4) ex officio members shall be a representative of the Office of the Senior Vice President and Provost, a representative of the Office of the Dean of Libraries, a representative of the Division of Information Technology, and the Chair-Elect of the Senate.
- 9.1.c The Chair shall be a tenured faculty member.
- 9.1.d Reporting Responsibilities: The University Library Council shall report to the University Senate and the Senior Vice President and Provost under the terms of responsibility defined in Article 8.4 of these *Bylaws*.

9.2 University Research Council:

- 9.2.a Charge: In addition to the charges specified in Articles 5.2 and 8.4 of these *Bylaws*, the Research Council shall be governed by the following: The Research Council is charged to formulate and continually review policies regarding research, its funding, its relation to graduate and undergraduate academic degree programs, and its service to the community. Also, the Research Council is charged to review the research needs of faculty, other researchers and students, and to make recommendations to facilitate the research process and productivity of the University. Further, the Research Council shall formulate and continually review policies on the establishment, naming, reorganization, or abolition of bureaus, centers, or institutes that do not offer programs of instruction or regularly offer courses for credit, including their relationship to graduate and undergraduate academic programs. Additionally, when it perceives problems, the Research Council has the power to undertake investigative studies and recommend solutions.
- 9.2.b Membership: The University Research Council shall consist of thirteen (13) appointed members and ten (10) ex officio members. The appointed members shall be the Chair and eight (8) faculty members; one (1) staff member; and three (3) students, including at least one (1) graduate and one (1) undergraduate student. Eight (8) voting ex officio members include a representative of the Vice President for Research, a representative of the Dean of the Graduate School, a representative of the Dean of Undergraduate Studies, the Director of the Office of Research Administration and Advancement, and the Chairs of four (4) subcommittees of the University Research Council as follows: Research Development and Infrastructure Enhancement Subcommittee (RDIES); Research Advancement and Administration Subcommittee (RAAS); Intellectual Property and Economic Development Subcommittee (IPEDS); and Awards and Publicity Subcommittee (APS). A

representative of the President and a representative of the Senior Vice President and Provost shall serve as non-voting ex-officio members.

9.2.c The Chair shall be a tenured faculty member.

9.2.d Reporting Responsibilities: The University Research Council shall report to the University Senate and the Vice President for Research under the terms of responsibility defined in Article 8.4 of these *Bylaws* and the report establishing the University Research Council.

9.3 University IT Council:

9.3.a Charge: The IT Council shall advise and report on policy issues concerning the Division of Information Technology to the University Senate and the Vice President for Information Technology and CIO. In addition to such responsibilities as are enumerated in Article 8 of these *Bylaws*, and as articulated in the Bylaws of the University IT Council (see Appendix 3), the IT Council shall:

- 1) Respond to requests from the Division of Information Technology, extra-divisional advisory bodies (such as the Council of Deans or the Campus Student Technology Advisory Fee Committee), the University Senate, or other campus stakeholders for guidance on IT policy and implementation.
- 2) Advise on the Division of Information Technology's budget, material resources, personnel, staffing and human resources, and administrative policies and practices.
- 3) Investigate matters concerning the Division of Information Technology and recommend solutions to the University Senate, the Vice President for Information Technology and CIO, or the general campus community.
- 4) Advise on IT planning, including strategic and other major planning for information technology operation and development.
- 5) Advise on policy recommendations related to campus technology facilities, equipment, software, and services.

9.3.b Membership: The IT Council shall consist of up to thirteen appointed members, and additional non-voting ex-officio members. The appointed members shall be: the chair, one staff member, one undergraduate student, one graduate student, one professional track faculty member, one tenured faculty member, and the chairs of the IT Council Working Groups. The non-voting ex-officio members shall include a representative from the University Libraries; a representative from the Office of the Provost; a representative from the Information Technology Advisory Committee; and the Vice President for Information Technology and CIO. Additional non-voting ex-officio members may be appointed as needed, by agreement between the Vice President for Information Technology and CIO and the Senate Executive Committee.

9.3.c The chair of the IT Council shall be appointed by the Vice President for Information Technology and CIO and the Senate, as described in 8.5 of these *Bylaws*. The chair will serve a three-year term.

9.3.d Working Groups: The IT Council may create up to seven Working Groups. These groups should carry out research and make recommendations on IT issues, and work with the appropriate Division of Information Technology staff member appointed by the Vice President for Information Technology and CIO. The specific responsibilities of each Working Group shall be described in the Bylaws of the University IT Council. The chair of each Working Group shall be appointed by the Vice President for Information Technology and CIO and the Senate and shall serve a two-year term.

9.3.e Reporting Responsibilities: The IT Council shall report to the Vice President for Information Technology and CIO and to the University Senate under the terms of responsibility defined in Article 8.4 of these *Bylaws*.

**ARTICLE 10
THE ATHLETIC COUNCIL**

10.1 The Athletic Council

10.1.a The Athletic Council exists to help the University develop and maintain the best possible intercollegiate athletic program consistent with the academic integrity of the institution and the academic and social development of student athletes. The Athletic Council shall operate in accordance with its charter (Appendix 4), which shall specify its role, scope, responsibilities, leadership, and membership. Changes to the charter shall be approved by the President of the University.

10.1.b Membership: The charter designates its membership. The membership of the Athletic Council elected by the Senate includes:

- 1) Seven faculty members elected by the Senate at the annual Transition Meeting. Elected faculty representatives shall serve for a three-year term, and faculty who have served a full term shall for a period of one year be ineligible for re-election. The Senate should make every effort to assure diversity among the candidates for election to the Council.
- 2) One staff member elected by the Senate at the annual Transition Meeting for a three-year term. A staff member who has served a full term shall for a period of one year be ineligible for re-election.
- 3) The Chair of the Senate Campus Affairs Committee, or a faculty member designated by the Committee, shall serve as an ex-officio member.

10.1.c Relationship between the Senate and the Athletic Council:

- 1) The Council in cooperation with the Athletic Director shall submit an annual report to the Senate on the status of intercollegiate athletics at the University. This report shall at least include an analysis of admissions, academic performance, class attendance, major selection, graduation rates, budget performance, and compliance with NCAA, Conference, and campus rules.
- 2) The Council shall inform the Senate for its review of any proposed amendments to the Council's charter.

**ARTICLE 11
DUTIES OF THE EXECUTIVE SECRETARY AND DIRECTOR**

11.1 The Executive Secretary and Director of the Senate shall be responsible for the minutes and audio recordings of all Senate meetings.

11.1.a The minutes shall include actions and business transacted, at a minimum. They shall be submitted to the Senate for approval. Copies of the approved minutes shall be made available to all chief administrative officers of Colleges, Schools, departments, and other units, and to the campus news media.

11.1.b A complete audio recording shall be made of each meeting and shall be maintained by the Office of the University Senate. In accordance with the University's Records Retention and Disposal Schedule, a copy of each audio recording, excluding only those parts recorded during closed sessions, shall be placed with the minutes in the University Archives for open access.

11.2 The Executive Secretary and Director shall also maintain the following kinds of Senate records (see Article 4.8):

- (1) All material distributed to Senate members;
- (2) All material received by or distributed to members of the Executive Committee;

- (3) Any minutes of the Senate or the Executive Committee not otherwise included under (1) and (2);
 - (4) Annual reports of all committees of the Senate not otherwise included under (1) and (2);
 - (5) The audio records of Senate meetings;
 - (6) The current and all previous versions of the *Plan* and the *Bylaws*;
 - (7) Articles concerned with Senate structure and operation from campus and University publications as they come to the attention of the Executive Secretary and Director; and
 - (8) Other items deemed appropriate by the Executive Secretary and Director or the Chair of the Senate.
- 11.3 The Executive Secretary and Director shall store inactive records of the Senate in the University Archives.
- 11.4 The Executive Secretary and Director shall be responsible for the preparation of the Senate budget in accordance with Article 4.6.
- 11.5 The Executive Secretary and Director shall prepare as soon as possible after each annual senatorial election, a directory of the membership of the new Senate indicating for each member the constituency, term, office or department, and email address. A copy of this directory shall be available to all members of the new Senate.
- 11.6 The Executive Secretary and Director shall keep a list, with campus addresses and telephone numbers, of all Senate officers and of all presiding officers of all Senate committees. This information shall be available upon request to any member of the campus community.
- 11.7 The Executive Secretary and Director shall make available to each Senator, by campus mail or electronic means, a copy of the agenda and supporting material for each meeting. The receipt of the agenda and the supporting material then available shall satisfy the notice requirements of the meeting in question (Article 3.1 and 3.2.b).
- 11.8 The Executive Secretary and Director shall prepare for the members of the Senate and its Executive Committee, as appropriate, all agendas, minutes, reports, and other documents, with the exception of proposals relating to the Programs, Curricula, and Courses (PCC) Committee. Nonetheless, the Executive Secretary and Director shall be responsible for the distribution of all items of Senate business, including PCC items to the members of the Senate and its Executive Committee, and to other such committees as necessary.
- 11.9 The Executive Secretary and Director shall inform the Executive Committee of the status of all members of the Senate in accordance with the *Plan* (Article 3.4.a(3-4), 3.4.b(3-4), and 3.7) and these *Bylaws* (Articles 2.2, 4.1, 5.5, and 5.6).
- 11.10 The Executive Secretary and Director shall have the privilege of attending the meetings of all standing committees and ad hoc committees of the Senate to assist in the coordination of Senate business.
- 11.11 The Executive Secretary and Director shall provide information or assistance as requested for revision of the undergraduate catalog.

ARTICLE 12 ANNUAL TRANSITION OF THE SENATE

12.1 Preparation for Transition:

- 12.1.a By no later than the scheduled December meeting of the Senate, the Committee on Committees shall present to the Senate eight (8) nominees from among outgoing Senate members to serve on the Nominations Committee. The nominees shall include four (4) faculty members, one (1) exempt staff

member, one (1) non-exempt staff member, one (1) graduate student, and one (1) undergraduate student. Further nominations shall not be accepted from the floor of the Senate. The Senate, as a body, shall approve the slate of nominees to serve on the Nominations Committee. The Chair-Elect of the Senate shall serve as a non-voting, ex officio member of the Nominations Committee. The Nominations Committee shall elect its own Chair from within the membership of the committee. The Nominations Committee shall solicit nominations from the membership of the Senate and shall present to the Chair of the Senate by April 15:

- (1) A slate of at least two (2) candidates per seat from each constituency for elected membership on the Executive Committee, including those incumbent elected members who are eligible and willing to stand for reelection,
- (2) Slates of candidates to replace the outgoing members of the Committee on Committees, the Campus Transportation Advisory Committee (CTAC), the University Athletic Council, and the Council of University System Faculty (CUSF), and any other committees as required by these *Bylaws*, including at least one (1) nominee for each position to be filled, and
- (3) A minimum of two (2) candidates for the office of Chair-Elect.

Before reporting to the Chair of the Senate, the Nominations Committee shall secure the consent of all candidates in writing.

- 12.1.b. A brief statement of each candidate's qualifications shall be sent to the voting membership of the incoming Senate ten (10) working days before the Transition Meeting of the Senate. Any further nominations made by members of the Senate and accompanied by a brief supporting statement and the consent of the candidate must be received by the Executive Secretary and Director at least twelve (12) working days before the Transition Meeting. These additional nominations shall be sent to the voting membership of the incoming Senate ten (10) working days before the Transition Meeting.

12.2 Transition Meeting:

- 12.2.a The Transition Meeting will be the last regularly scheduled meeting of the Spring semester, and starts a new Senate session.
- 12.2.b Terms of office of newly elected Senators will begin, and the terms of the outgoing Senators will end, with the call to order of the Transition Meeting by the outgoing Chair.
- 12.2.c Election of the Chair-Elect, as provided for in section 5.7.a of the *Plan*, shall be the first order of business of the Transition Meeting, after which the outgoing Chair will pass the gavel to the previous Chair-Elect, who will assume the Chair.
- 12.2.d The election of the Executive Committee, election of incoming members of the Committee on Committees, Campus Transportation Advisory Committee (CTAC), Athletic Council, Council of University System Faculty (CUSF), and such other persons elected by the members of the Senate, shall be scheduled special orders of the Transition Meeting. Nominations may be received from the floor by the Chair, in addition to those provided for in Article 12.1. Any such nomination is contingent on the consent of the candidate, which must have been secured beforehand in writing if the nomination is made in the absence of the candidate. In the event of a tie vote in the election for members of the Executive Committee or the Committee on Committees, a ballot will be distributed to each Senator in the appropriate constituency. Ballots are to be returned to the Office of the University Senate within one (1) week from the date distributed.
- 12.2.e The elected members of the outgoing Executive Committee and the Committee on Committees shall continue to serve until the election of new members is held.
- 12.2.f After the conclusion of the Transition Meeting, any vacancies on standing committees will be filled by the new Committee on Committees, subject to the approval of the Executive Committee and pending confirmation by the full Senate at its next regularly scheduled meeting.

**APPENDIX 1
BYLAWS OF THE UNIVERSITY LIBRARY COUNCIL**

1. **Charge to the Library Council:** The University Library Council has the responsibility to provide advice about policy issues concerning the University Libraries to the University Senate, to the Senior Vice President and Provost, and to the Dean of Libraries.
 - A. **The Council's Responsibilities to the University Senate:**
 - (1) Make recommendations for major changes and improvements in policies, operations, and services of the Libraries that represent the concerns and interests of Senate constituencies as well as other users of the Libraries. Such recommendations should specify the resource implications. Reports and recommendations to the University Senate shall be submitted to the Senate Executive Committee for placement on the agenda of the University Senate in the same manner as reports from the Senate's standing committees. It is expected that the Library Council will also inform the Senior Vice President and Provost in advance of these legislative recommendations. In addition to the mandatory annual report, the Chair of the Library Council shall keep the Chair of the Senate informed of the major issues before the Library Council and shall indicate when action or information items are likely to be forwarded for Senate consideration.
 - (2) Respond to charges sent to the Library Council by the Senate Executive Committee.
 - (3) Provide an annual written report of the Library Council's activities, including the status of recommendations made by the Library Council each year, and of unresolved issues before the Library Council.
 - B. **The Library Council's Responsibilities to the Senior Vice President and Provost:**
 - (1) Advise on the Libraries' budget, space, personnel and staffing, and other resources. It is expected that the Senior Vice President and Provost will consult the Library Council before undertaking major reviews of the Libraries with APAC and before preparing the annual budget for the Libraries.
 - (2) Advise on the Libraries' administrative policies and practices.
 - (3) Advise on the charges to be given to the committees to review the Dean of Libraries and to conduct the unit review of the University Libraries based on University policy
 - (4) Advise on matters concerning the Libraries in conjunction with accreditation review and strategic planning.
 - (5) Respond to requests for review, analysis, and advice made by the Senior Vice President and Provost.
 - (6) Meet at least annually with the Senior Vice President and Provost to review the major issues facing the Libraries and its activities on campus.
 - (7) The Library Council is responsible for informing the Senior Vice President and Provost of pending reports and recommendations to the University Senate.
 - C. **The Library Council's Responsibilities to the Dean of Libraries:**
 - (1) Advise on the needs and concerns of diverse constituencies within the campus community with respect to Library policies, services, and new resources and technology.
 - (2) Advise on strategies to involve Library users in the initiation, evaluation, and integration of new Library policies, practices, procedures, and technology. Such strategies might include forums for the discussion of changes, workshops for adjusting to new technologies, and ongoing programs of Library education.
 - (3) Advise on operations, policies and new opportunities.
 - (4) Advise on Library planning including strategic planning and other major plans for Library operation and development.

- (5) Review and advise on the Libraries' reports, studies, and proposed initiatives that have significant long-term resource implications for the Libraries.
- (6) Hold at least one (1) meeting each year at which the Dean shall review major issues and plans, summarized in a State of the Libraries report distributed in advance to the Library Council.
- (7) It is expected that the Library Council will adopt a broad campus perspective and that the Dean of the Libraries will inform the Library Council of the University Libraries' needs and concerns and seek advice about major modifications of policies and operations affecting the campus community.

D. To Fulfill Its Responsibilities, the Library Council May:

- (1) Undertake investigative studies in matters concerning the University Libraries and recommend solutions to the University Senate, the Senior Vice President and Provost, the Dean of Libraries, or the general campus community.
- (2) Conduct open hearings on major issues concerning the University Libraries and their activities.
- (3) Communicate directly with the campus community on concerns related to support for, policies of, and services provided by the University Libraries.

2. **Composition of the Library Council:** The Library Council shall consist of thirteen (13) appointed members and four (4) ex officio members. The appointed members shall be: the Chair, ten (10) faculty members including at least one (1) member of the Library faculty, one (1) graduate student, and one (1) undergraduate student. The four (4) ex officio members shall be a representative of the Office of the Senior Vice President and Provost, a representative of the Dean of the Libraries Office, a representative of the Division of Information Technology, and the Chair-Elect of the Senate.

A. Tenure in Office:

- (1) The Library Council Chair should be a tenured faculty member appointed for a single three-year term. Normally, the Chair shall have served as a member of the Library Council. If the Chair is serving as a regular member of the Library Council at the time of appointment, a new member shall be appointed to serve the remainder of the term the Chair has vacated. The Senior Vice President and Provost and the Senate Executive Committee shall reach an agreement on the Library Council Chair, and the joint choice shall be submitted to the University Senate for its approval.
- (2) The remaining ten (10) faculty members shall be appointed for staggered two-year terms. No faculty member shall serve more than two (2) terms consecutively. For this purpose, members who have served more than a year should be considered to have served a full term.
- (3) The two (2) student members shall be appointed for one-year terms. No student member should serve more than two (2) terms consecutively. For this purpose, student members who have served more than half their term should be considered to have served a full term.
- (4) The Office of the Senior Vice President and Provost will appoint a member of the Provost's staff as an ex officio member of the Library Council who will have voice but not vote.
- (5) The Dean of Libraries' Office will appoint an upper-level member of the Libraries' administrative staff as an ex officio member of the Library Council who will have voice but no vote.
- (6) The Vice President for Information Technology and Chief Information Officer (CIO) will appoint a member of the Division of Information Technology's staff as an ex officio member of the Library Council who will have voice but no vote.
- (7) The Chair-Elect of the Senate shall serve as an ex officio member of the Library Council who will have voice but no vote.

- B. Qualifications of Library Council Members:** Successful operation of the Library Council requires that the members of the Library Council understand the nature of the Libraries and represent the best interests of the campus as well as the particular interests of their specific constituencies.
1. The Library Council members should be chosen from people who can bring a campus-wide perspective to their deliberations on Library matters and who have shown interest and willingness to foster a good working relationship between the Libraries and their users.
 2. Library Council members should be selected to represent as broad a range of campus disciplines and interests as possible. Faculty members should include representatives from both the professional and arts and sciences colleges, and within these constituencies, representatives of the arts and humanities, social sciences, and physical and biological sciences.
- C. The Appointment Process:** In the spring of each year, the Chair of the University Library Council shall notify the representative of the Office of the Senior Vice President and Provost and the Chair-Elect of the Senate of the appointments required for the following academic year. The representative of the Office of the Senior Vice President and Provost and the Chair-Elect of the Senate shall draw up a slate of nominees who will agree to serve, and the slate will be submitted to the Senior Vice President and Provost and the Committee on Committees for approval. The list of nominees for Library Council membership shall be submitted to the University Senate for approval. Ordinarily, the slate will be presented at the same Senate meeting at which other committee slates are approved. Dates of appointment and beginning of terms shall correspond with those of Senate committees. Replacement of Library Council members will take place through the same consultative process as the initial appointment, with submission of names to the Senate occurring as needed.
- 3. Operation of the Library Council:** Effective and efficient Library Council operation will require adequate support and full cooperation among the Senate, the Senior Vice President and Provost, the Dean, and their offices.
- A. The Office of the University Senate or its designee will provide normal committee support to the Council, including maintaining mailing lists, reproducing Library Council documents, keeping a copy of Library Council minutes, maintaining files for the Library Council, and arranging meeting rooms.
 - B. The Office of the Senior Vice President and Provost, through its ex officio Library Council member, will provide liaison to other administrative units, such as the Office of Institutional Research, Planning and Assessment, for their reports, data, or assistance. The Office of the University Senate will also provide website space for the Library Council.
 - C. The Dean of the Libraries will provide the Library Council with internal data, reports, studies, etc. as needed to support the Library Council's work. The Dean will also arrange for unit staff to present testimony concerning such reports as the Library Council finds useful in carrying out its responsibilities. The Dean's assistance to the committee shall also include providing the Library Council members with the opportunity to attend an appropriate orientation session dealing with the Libraries.
 - D. Control of the Library Council's agenda will be the responsibility of the Library Council Chair and the voting members of the Library Council.
 - E. While being responsive to the needs of the Senior Vice President and Provost and the Senate in a timely manner is necessary, the sponsoring parties and the Dean of the Libraries must not attempt to micro-manage the ongoing operation of the Library Council. In turn the Library Council must not attempt to micro manage the Libraries.
 - F. The Library Council shall meet as necessary, but in no case less than once per semester. Meetings may be called by the Chair. In addition, upon receiving a request of any three members of the Library Council, the Chair shall call a meeting. A majority of the voting members of the Library Council shall constitute a quorum for the conducting of official business of the Library Council.
- 4. Operational Relationship of the Library Council to its Sponsors:**
- A. For purposes of University Senate action, a Library Council created through Senate action will appear in essentially the same role as a standing committee of the University Senate.

- B. The Chair may present reports and recommendations to the Senate but will not have a vote in Senate proceedings, unless he or she is a member of the Senate.
 - C. Since the committees of the Senior Vice President and Provost range widely in form and function, and do not operate under a formal plan of organization and bylaws, there is no need to specify the Library Council's standing in the same fashion. For other purposes, such as APAC review of the Unit, the Library Council might be consulted like a College Advisory Council (that colleges will have under the shared governance plan) could be.
 - D. The Dean of Libraries will ordinarily meet with the Library Council and have a voice in its deliberations. Since one of the three main functions of the Library Council is to advise the Dean, the Dean shall not formally be a member of the Library Council. On formal reports and recommendations of the Library Council to the University Senate or to the Senior Vice President and Provost, the Dean of the Libraries may send a separate memorandum to the Senate or the Senior Vice President and Provost, as appropriate, supporting or opposing the report or the recommendations, and providing rationale for the Dean's position.
5. **Review of the Library Council:** The Library Council and its operations will be reviewed in conjunction with the periodic review of the Senate and the *Plan*.

APPENDIX 2
BYLAWS OF THE UNIVERSITY RESEARCH COUNCIL
{To be inserted once available}

APPENDIX 3
BYLAWS OF THE UNIVERSITY IT COUNCIL

1. **Charge to the University Information Technology (IT) Council:** The IT Council has the responsibility to facilitate alignment of vision, priorities, and pace of IT investments and to recommend IT policies to the University Senate and administration. The IT Council is supported by Working Groups, which facilitate campus-wide communication related to IT matters.
- A. **The Council's Responsibilities to the University Senate:**
- 1) Advise on strategic issues involving the University's use of IT, information security, access, retrieval and content stewardship, and telecommunication and knowledge dissemination.
 - 2) Bring IT initiatives and proposals to the Senate for consideration and review.
 - 3) Keep the Senate informed of strategic IT matters through periodic updates.
 - 4) Respond to charges sent to the IT Council by the Senate Executive Committee.
 - 5) Provide an annual written report of the IT Council's activities.
- B. **The IT Council's Responsibilities to the Vice President for Information Technology and Chief Information Officer (CIO):**
- 1) Advise on policy recommendations related to campus technology facilities, equipment, software, and services - particularly in the areas of computing (both academic and administrative), networking, and telecommunications.
 - 2) Advise on IT planning, including strategic and other major planning for information technology operation and development.

- 3) Advise on the Division of Information Technology's budget, space, and other material resources, in addition to personnel, staffing and other human resources.
- 4) Advise on the Division of Information Technology's administrative policies and practices.
- 5) Respond to requests for review, analysis, and advice made by the Vice President for Information Technology and CIO.

C. The IT Council's Responsibilities to the Deans, the Campus Student Technology Advisory Fee Committee, and the Campus Community:

- 1) Ensure the distribution of information concerning available campus technology services and how they might be best used to serve the campus community.
- 2) Seek input from current and prospective users concerning types of technology services the campus can provide.
- 3) Respond to input from current users concerning the quality of campus technology services.

D. To Fulfill Its Responsibilities, the IT Council May:

- 1) Investigate matters concerning the Division of Information Technology and recommend solutions to the University Senate, the Vice President for Information Technology and CIO, or the general campus community.
- 2) Conduct open hearings on major issues concerning the Division of Information Technology and its activities.
- 3) Communicate directly with the campus community on concerns related to the Division of Information Technology's services and policies.

2. **Organizational Structure of the IT Council:** The IT Council shall include five standing Working Groups, each of which will have a chair.
3. **Composition of the IT Council:** The IT Council shall consist of eleven appointed members and additional non-voting ex-officio members. The appointed members shall be: the chair, one staff member, one undergraduate student, one graduate student, one professional track faculty member, one tenured faculty member, and the chairs of the five IT Council Working Groups. The non-voting ex-officio members shall be a representative from the University Libraries; a representative from the Office of the Provost; a representative from the Information Technology Advisory Committee (ITAC); and the Vice President for Information Technology and CIO. Additional non-voting ex-officio members may be appointed as needed, by agreement between the Vice President for Information Technology and CIO and the Senate Executive Committee.

A. Tenure in Office:

- 1) The IT Council chair should be a tenured faculty member, and is appointed for a single, three-year term. Normally, the chair shall have served as a member of the IT Council. If the chair is serving as a regular member of the IT Council at the time of appointment, a new member shall be appointed to serve the remainder of the term the chair has vacated. The Vice President for Information Technology and CIO and the Senate Chair shall reach an agreement on the IT Council chair, and the joint choice shall be submitted to the University Senate for its approval.
- 2) The five Working Group chairs shall be appointed for staggered two-year terms. No working group chair shall serve more than two terms consecutively. For this purpose, members who have served more than a year should be considered to have served a full term.

- 3) The two faculty members (professional track and tenured) shall be appointed for two-year terms. No faculty member shall serve more than two terms consecutively. For this purpose, members who have served more than a year should be considered to have served a full term.
- 4) The staff member shall be appointed for a two-year term. No staff member shall serve more than two terms consecutively. For this purpose, members who have served more than a year should be considered to have served a full term.
- 5) The two student members shall be appointed for one-year terms. No student member should serve more than two terms consecutively. For this purpose, student members who have served more than half their term should be considered to have served a full term.
- 6) The Dean of the Libraries will appoint a representative from the University Libraries as a non-voting ex officio member of the IT Council.
- 7) The Provost will appoint a representative from the Office of the Provost as a non-voting ex-officio member of the IT Council.
- 8) The Information Technology Advisory Committee (ITAC) will appoint a representative from the committee as a non-voting ex-officio member of the IT Council.
- 9) The Vice President for Information Technology and CIO, or a designee, shall serve as a non-voting ex-officio member of the IT Council.

B. Qualifications of IT Council Members: Successful operation of the IT Council requires that its members understand the nature of the Division of Information Technology and represent the best interests of the campus as well as the particular interests of their specific constituencies.

- 1) IT Council members should be chosen from people who can bring a campus-wide perspective to their deliberations on IT matters and who have shown interest and willingness to foster a good working relationship between the Division of Information Technology and its users.
- 2) IT Council members should be selected to represent as broad a range of campus disciplines and interests as possible. Faculty members should include representatives from the various disciplines on campus ranging from the arts and humanities and social sciences to the physical and biological sciences and engineering.

C. The Appointment Process: In the spring of each year, the Senate Office shall notify the Vice President for Information Technology and CIO and the Chair of the Senate of the appointments required for the following academic year. The Vice President for Information Technology and CIO and the Chair of the Senate shall draw up a slate of nominees who will agree to serve, and the slate will be submitted to the Committee on Committees for approval. The final slate of nominees for IT Council membership shall be submitted to the University Senate for approval. Ordinarily, the slate will be presented at the same Senate meeting at which other committee slates are approved. Dates of appointment and beginning of terms shall correspond with those of Senate committees. Replacement of IT Council members will take place through the same consultative process as the initial appointment, with the submission of names to the Senate occurring as needed.

4. Operation of the IT Council

- A. The Division of Information Technology or its designee will provide normal committee support to the Council, including maintaining mailing lists, reproducing IT Council documents, keeping IT Council minutes and agendas on an IT governance website, and arranging meeting rooms.

- B. Control of the IT Council's agenda will be the responsibility of the IT Council chair and the voting members of the IT Council.
 - C. While being responsive to the needs of the Vice President for Information Technology and CIO and the Senate in a timely manner is necessary, the Working Groups and the sponsoring parties - as well as the Deans, the Campus Student Technology Fee Advisory Committee, and the campus community - must not attempt to micro-manage the ongoing operation of the IT Council. In turn, the IT Council must not attempt to micro-manage the Division of Information Technology.
 - D. The IT Council should typically meet once every month and shall meet at least once per semester. Meetings will be scheduled by Division of Information Technology staff, in consultation with the IT Council chair and the Vice President for Information Technology and CIO.
5. **Working Groups of the IT Council:** The Working Groups will serve in an advisory capacity to the IT Council. These groups should carry out research and make recommendations on IT issues, and shall each work with the appropriate Division of Information Technology staff member, as appointed by the Vice President for Information Technology and CIO.
- A. **The five Working Groups shall be:**
- 1) **IT Infrastructure Working Group**, which focuses on building and maintaining a sound, advanced, secure, and productive physical information technology infrastructure (including but not limited to facilities, hardware, networks, and software) capable of supporting broad and effective use by students, faculty, and staff throughout the institution, including remote University members such as agricultural extension offices.
 - 2) **Learning Technologies Working Group**, which provides the vision, priorities, and pace for enterprise learning technology solutions and services to be undertaken on campus. Its work focuses on endorsing the adoption of new learning technology solutions, as well as making recommendations for upgrading or decommissioning existing services. Working group members are nominated by the Deans.
 - 3) **Research Technologies Working Group**, which provides the vision, priorities, and pace for enterprise research technology solutions and services to be undertaken on campus. Its work focuses on endorsing the adoption of new research technology solutions, as well as making recommendations for upgrading or decommissioning existing services. Working group members are nominated by the Deans.
 - 4) **Administrative Systems Working Group**, which advises the Vice President for Information Technology and CIO in matters of enterprise-wide administrative system technology decisions and priorities.
 - 5) **IT Security Working Group**, which advises the Vice President for Information Technology and CIO on IT security matters. The focus is on securing the integrity of information technology resources, safeguarding institutional information, protecting the privacy of University community members in their use of IT, and ensuring the continuity of the institution's IT resources and information repositories in the face of possible disaster scenarios.
- B. **Composition of the Working Groups:** Each Working Group will have a chair appointed by the Vice President for Information Technology and CIO and the Senate Chair for a two-year term. The membership of each Working Group will be appointed by the Vice President for Information Technology and CIO unless otherwise specified above (5.A.2 and 3), but will be flexible so that additional members can be engaged in the decision-making and review process as appropriate. The membership of each Working Group shall include a combination of faculty, staff, and students.
- C. Terms on Working Groups shall be two (2) years for faculty and staff. Appointments to two-year terms shall be staggered: that is, as far as practical, half of the terms from each faculty or staff constituency shall expire each year. Terms shall begin on July 1 of the appropriate year.

D. **Meetings of the Working Groups:** The Working Groups usually meet three to four times a semester.

E. **Working Group Responsibilities:**

- 1) Provide knowledge in a particular area and serve as an advisory board, by which the IT Council can route items for review and comment.
- 2) Submit proposals and issues to the IT Council for consideration and/or funding.
- 3) Assist in the annual review and update of the Information Technology Strategic Plan.

6. **Operational Relationship of the IT Council to its Sponsors:**

- A. For purposes of University Senate action, the IT Council will appear in essentially the same role as a standing committee of the University Senate.
- B. The IT Council chair may present reports and recommendations to the Senate but will not have a vote in Senate proceedings, unless he or she is a member of the Senate.
- C. The Vice President for Information Technology and CIO is an ex-officio member of the IT Council and has a voice in its deliberations.

7. **Review of the IT Council:** The IT Council and its operations will be reviewed in conjunction with the periodic review of the Senate and the Plan.

8. **Amendments:** Amendments to these Bylaws shall be provided to the IT Council members a minimum of seven calendar days in advance of any regular meeting. Approval shall require a two-thirds vote of the present and voting regular membership of the Council. Upon approval, a revised copy of the Bylaws shall be sent to the Senate Office.

APPENDIX 4 CHARTER OF THE UNIVERSITY ATHLETIC COUNCIL

The University of Maryland at College Park is dedicated to higher learning, research, and public service. An intercollegiate athletic program can significantly contribute to the learning and the public service components of the Campus Mission. The operation of a successful athletic program fosters spirit, identity and a sense of pride within the campus community and provides talented student-athletes with the opportunity to enrich their collegiate experience through participation in a challenging and competitive athletic program. Excellence of the athletic program at College Park stems not only from successful competition, but more importantly, from the general involvement in the Campus milieu of student-athletes who will earn degrees and who in other respects, embody qualities with which the institution can identify. Most importantly, both athletic success and academic integrity are the crucial elements in judging the excellence of the athletic program at the University of Maryland at College Park.

The importance of faculty involvement and influence in the institutional control and operation of an excellent athletic program cannot be overestimated. Faculty advice and participation will enhance the integrity of the athletic program in terms of academic performance, rules compliance, and compatibility of athletic programs with the mission of the campus.

PURPOSE OF THE ATHLETIC COUNCIL

First and foremost, the Athletic Council exists to help the University develop and maintain the best possible intercollegiate athletic program consistent with the academic integrity of the institution and the academic and social development of student athletes. The Athletic Council is the primary body, which advises the President on all matters relating to intercollegiate athletics. It is responsible for formulation and recommendation of policy matters affecting intercollegiate athletics and for monitoring the implementation of such policy by the intercollegiate athletics program. The Council, on behalf of the President, provides the necessary faculty input and participation in intercollegiate athletics as required by the Big Ten Conference, National Collegiate Athletic Association and the University of

Maryland at College Park. The Council does not execute policy but serves to influence policy development and administration.

This document delineates the responsibilities, processes, and membership of the Athletic Council at the University of Maryland at College Park. It is expected that the Council will be proactive in its task of preparing policy recommendations and monitoring their implementation by the intercollegiate athletics program. The Council expects to have the full support of the Campus in the responsible performance of its duties.

FUNCTION/DUTIES OF THE ATHLETIC COUNCIL

The major function of the Athletic Council is to assist the President and the Director of Intercollegiate Athletics in the exercise of "institutional responsibility and control of intercollegiate athletics" as required by the constitution of the Big Ten Conference, the National Collegiate Athletic Association and the University of Maryland at College Park. The Council functions in advisory, compliance, liaison, and representative capacities. The Athletic Council shall meet at least four times each year, twice in each semester, and at such other times as needed to carry out the duties of the Council. Specific duties of the Council shall include but not be limited to the following:

1. Promote an understanding of intercollegiate athletics among faculty, students, staff, alumni and other members of the University of Maryland at College Park community.
2. Promote the adoption and implementation of appropriate policies for the admission and continuing eligibility of student athletes at the University of Maryland at College Park.
3. Monitor the preparation of the athletic budget by the Athletic Director during the regular budgetary process and make recommendations to the Athletic Director and the President concerning sources (i.e. student athletic fees) and allocations of funds.
4. Participation in the selection process for the Director of Intercollegiate Athletics and the head coaches in all sports including, if possible, informal meetings of the final candidates with the Executive Committee in the interview process. A faculty member from the Athletic Council should be included on all search committees for head coaches.
5. Establish criteria and make recommendations, with the advice of the Athletic Director, regarding which sports shall be certified as intercollegiate sports.
6. Recommend policies concerning athletic schedules, practice, the number of contests to be played each year in each sport and the NCAA category of schools with which it is desirable to compete.
7. Establish guidelines for and make recommendations regarding the acceptance of invitations to post-season events, special holiday games, or other events outside the regular season schedule.
8. Review and formulate policies concerned with substance abuse that will provide protection to the health of student-athletes and ensure that such policies have a strong educational emphasis.
9. Review and endorse policy on physical facilities necessary for the conduct of a competitive Division I-A program.
10. Review and formulate policies on recruitment and the awarding of athletic grants and scholarships to student-athletes who meet eligibility standards.
11. Review and approve the criteria for departmental awards in recognition of athletic and academic achievement.
12. Review athletic event price schedules, seating priorities and allocation of tickets to various groups.
13. Monitor the advisement, academic support and counseling services available to student-athletes.
14. Review and formulate policy concerning the conduct of home athletic contests, particularly with respect to the protection and safety of participants and spectators.

15. Review and formulate policy regarding the expectations of and behavior of coaches and student-athletes.
16. Review and formulate policy regarding the expectations of and behavior of cheerleaders and their advisors.
17. Assist with the development of official reports to be submitted by the President for filing with the conference or appropriate associations.
18. Review with appropriate authorities the financial audits of the Department of Intercollegiate Athletics.
19. Monitor the activities of the Department of Intercollegiate Athletics to make sure that they are in compliance with Conference (Big Ten) and Association (NCAA) bylaws, regulations and legislation.

In fulfilling its functions/duties, the Athletic Council

- must maintain confidentiality;
- shall have available to it complete information on all items which appear for its consideration and shall have full opportunity for discussion of each item before action is taken;
- shall have available full and current information on the financial, academic and related activities of the intercollegiate athletics program; and
- is authorized to recommend to the President the employment of experts from outside the Campus when their advice is needed.

RESPONSIBILITIES OF THE CHAIR OF THE ATHLETIC COUNCIL

The Athletic Council has a Chair who is selected by the President from the faculty. The duties of the Chair shall include:

1. Serve as a spokesperson for the Council in all contacts with the media.
2. Serve as the Faculty Representative to the Big Ten Conference and the National Collegiate Athletic Association (NCAA).
3. Chair meetings of the Athletic Council and the Executive Committee of the Council.
4. Call regular meetings of the Athletic Council and such special meetings as may be necessary.
5. Prepare the agenda for meetings of the Athletic Council and of the Executive Committee of the Council.
6. Represent the campus, as authorized by the President, at meetings of the NCAA, Big Ten, United States Intercollegiate Lacrosse Association, United States Olympic Committee, Intercollegiate Athletic Association of America, College Football Association and other groups which establish international, national and regional policies for intercollegiate athletics.
7. Advise the President and serve as spokesperson to the faculty on behalf of the President on appropriate matters.
8. Report to the President on all actions taken by the Athletic Council.
9. Work with the Director of Intercollegiate Athletics in coordinating and carrying out the functions of the Athletic Council.
10. Monitor activities of the Department of Intercollegiate Athletics and confer regularly with the President on matters which should come to the President's attention.
11. Ensure that required reports and recommendations from the Athletic Council are provided to the President.
12. Report to the President and the Athletic Director on the concerns of the Athletic Council relative to athletics and to interpret to the faculty and other groups the University's athletic policies and activities.

13. Ensure that all actions of the Chair and the Executive Committee made on behalf of the Council are properly recorded and reported to the full membership of the Council in a timely manner.
14. Coordinate with the President's Office all financial support necessary to carry out the duties of Chair, including the development of an annual budget for this support; and the approval of all requests for expenditures and expense reimbursements made for this purpose. The President's Office is the administrative unit responsible for providing appropriate financial support to the Chair of the Athletic Council/Faculty Athletic Representative, and for approving both the annual budget request for this support as well as all expenditures, and expense reimbursements made for this purpose.
15. Know, recognize, and comply with the laws, policies, rules and regulations governing the University and its employees, and the rules of the National Collegiate Athletic Association (the "NCAA") and the Big Ten. Inform the Athletic Department Compliance Officer immediately of any suspected violation. Assist, as requested, in the investigation and reporting of those violations.

RESPONSIBILITIES OF THE VICE CHAIR OF THE ATHLETIC COUNCIL

The Athletic Council has a Vice-Chair who is selected by the President from the faculty. The duties of the Vice-Chair shall include:

1. Assist the Chair of the Council with conducting the business and meeting of the Council.
2. Conduct meetings of the Council in the absence of the Chair.
3. Write periodic articles for University publications about the actions of the Council.
4. Serve on the Executive Committee of the Council.
5. Coordinate the activities of and serve as an ex officio member to standing committees of the Council.
6. Know, recognize, and comply with the laws, policies, rules and regulations governing the University and its employees, and the rules of the National Collegiate Athletic Association (the "NCAA") and the Big Ten Inform the Athletic Department Compliance Officer immediately of any suspected violation. Assist, as requested, in the investigation and reporting of those violations.

ATHLETIC COUNCIL MEMBERSHIP

Intercollegiate Athletics plays an important role in fostering pride and spirit in the University community. The Athletic Council membership is designed to be representative of this community and shall consist of faculty, administration, staff, students and alumni. The membership shall include minorities, women and men, and thorough consideration will be given to ensure a balanced representation on the Council. The Athletic Council shall consist of twenty voting and five non-voting members appointed by the President or elected by the Senate as follows:

Voting Members of the Athletic Council

- The Athletic Council has a Chair who is selected by the President from the faculty. The duration of the Chair's membership on the Council is determined by the President. The initial appointment is for a five year term which may be renewed by the President.
- The Athletic Council has a Vice-Chair who is selected by the President from the faculty. The duration of the Vice-Chair's membership on the Council is determined by the President. The initial appointment is for a three year term which may be renewed by the President.
- Seven faculty members of the Athletic Council will be elected by the Senate. These elected faculty members will serve for a three year period and are not eligible to serve a second consecutive three year period. The Senate should make every effort to assure diversity among the elected members.
- The Faculty member who is Chair of the Campus Affairs Committee of the Senate or a designee from the Committee who must be a faculty member is a member of the Athletic Council.

- One Academic Dean appointed by the Provost. The appointment is for a one year term which may be renewed by the Provost.
- Two staff members, one who is appointed by the President for a three year period and one who is elected for a three year period by the Senate. These staff members will serve on a staggered basis and are not eligible to serve a second consecutive three year period.
- The Vice President for Student Affairs.
- One representative from the "M" Club. The appointment is for one year.
- One representative from the Terrapin Club. The appointment is for one year.
- One student representative from the Student Government Association. The appointment is for one year.
- One undergraduate female athlete. The appointment is for two years and the student should maintain eligibility in her sport.
- One undergraduate male athlete. The appointment is for two years and the student should maintain eligibility in his sport.
- One graduate student. The appointment is for two years and the student should maintain good standing in the Graduate School.

Non-Voting Members of the Athletic Council

- The Director of Intercollegiate Athletics.
- A Representative from the President's Office.
- A Representative of the Office of General Counsel.
- The Director of the Student Health Services.
- The Director of the Office of Alumni Programs for the University of Maryland at College Park.
- A current head coach selected by the coaches as their representative. This appointment will be a one-year appointment with a three year limit.

In making all non-elected appointments to the Athletic Council, the President should solicit recommendations from the following advisory groups or persons: Executive Committee of the Athletic Council, President of the Student Government Association, President of the Graduate Student Government, Dean of the Graduate School, and Director of Intercollegiate Athletics. The term of office of all members of the Council shall begin with the first meeting of the new academic year.

Vacancies occurring on the Council due to resignation or other cause will be filled as they occur. If the vacancy is one of the members of the Council elected by the Senate, the Senate will be asked to elect a replacement to fill the vacancy. For all other vacancies, the President will solicit nominations from the appropriate groups and appoint a replacement to fill the remainder of the unexpired term. Persons appointed to fill a partial term on the Council will be eligible for election or appointment to a full term as appropriate for their membership category.

COMMITTEES OF THE ATHLETIC COUNCIL

Committees of the Athletic Council shall include an Executive Committee, Standing Committees of the Council, and Ad-Hoc Committees as needed. The major responsibilities and membership of these Committees of the Athletic Council follow.

1. **Executive Committee.** The membership of the Committee is as follows: The Chair of the Athletic Council who will

serve as chair, the Vice-Chair of the Athletic Council, chairs of the five standing committees of the Athletic Council, the representative from the President's office, and a staff or student member of the Athletic Council. If one or more of the Chairs of the standing committees are not faculty, the membership of the Executive Committee will be adjusted to include four faculty in addition to the Chair. Total membership of the Executive Committee will not exceed eight at any time. The responsibilities of the Executive Committee shall include the following:

- Meet on matters calling for immediate action and at times when meetings of the full Athletic Council are not possible.
 - Identify and assign problems to standing subcommittees and ad-hoc committees for study and receive reports from these committees.
 - Serve as the personnel committee of the Council upon request of the President.
 - Review compliance reports submitted by the Department of Intercollegiate Athletics and ensure that the Department is in compliance with all Conference and Association policies.
 - Advise the President on an emergency basis.
 - Recommend faculty and staff for membership on the Athletic Council.
2. **Standing Committees of the Athletic Council.** The Chair of the Athletic Council will select the Chairs of the Standing Committees and will appoint each committee and, with the exception of the Academic Committee, will appoint each committee after soliciting volunteers from the Council membership.
- a. **Academic Committee.** All faculty members of the Council are members of the committee. The general role of the Academic Committee is to ensure that appropriate academic standards are established and maintained for all student-athletes and that all participants recognize the priority of successful academic performance by all student-athletes. In fulfilling this function, the Committee shall make appropriate recommendations to the Athletic Council. In particular, the Committee shall have the following duties:
- Recommend policies and procedures regarding standards and criteria for admission of student-athletes.
 - Recommend academic policies and procedures regarding standards and criteria for continuing eligibility of student-athletes to participate in intercollegiate sports.
 - Consider and decide academic appeals of student-athletes concerned with eligibility.
 - Review every semester the academic program and progress of student-athletes.
 - Recommend policies for and monitor the activities of the academic support services provided to the student-athletes.
 - Recommend policies regarding post-season and tournament participation by athletic teams.
 - Recommend policies regarding scheduling and practice time.
- b. **Budget and Facilities Committee.** The general purpose of this Committee is to monitor but not manage those activities of the Athletic Department pertaining to budget and facilities. In fulfilling this function, the Committee shall make appropriate recommendations to the Athletic Council. More specifically, responsibilities of the Committee shall include the following:
- Monitor the preparation of the athletic budget(s) by the Director of Intercollegiate Athletics.
 - Review and analyze for the Council the final budget(s) submitted by the Director of Intercollegiate Athletics to the President.
 - Establish criteria and make recommendations, with the advice of the Director of Intercollegiate Athletics, regarding which sports shall be certified as intercollegiate sports.

- Review policies regarding the number and distribution of athletic scholarships to be awarded annually.
 - Review and recommend policies for athletic event price schedules, seating priorities and allocation of tickets to various groups.
 - Review and recommend policies regarding utilization and development of intercollegiate athletic facilities.
 - Monitor the financial accountability of the Department of Intercollegiate Athletics.
- c. **Student Life Committee.** This Committee is concerned with all non-academic aspects of the student-athlete's involvement with the University. In fulfilling this function, the Committee shall make appropriate recommendations to the Athletic Council. More specifically, the responsibilities of the Committee shall include the following:
- Review and recommend policies concerning the nature and type of health screening and drug testing.
 - Review and recommend policies regarding practice schedules.
 - Review and recommend policies for determining when health and other non-academic factors will be used to restrict a student's involvement in intercollegiate athletics.
 - Review and recommend policies for and monitor activities of non-academic support programs and placement services.
 - Review and recommend policies regarding scholarship awards and retention of these awards.
 - Review and recommend policies for housing assignments.
 - Assist the Athletic Council in assuring the personal and social development of all student-athletes and their full integration into campus life.
- d. **External Affairs Committee.** This Committee is concerned with external activities of the Department of Intercollegiate Athletics. In fulfilling this function, the Committee shall make appropriate recommendations to the Athletic Council. More specifically, the responsibilities of the Committee shall include the following:
- Review and endorse fundraising activities.
 - Review and recommend policies for complementary distribution of tickets to athletic events.
 - Review and recommend guidelines and/or policies for all sports marketing activities (i.e. sports camps, special events, endorsements, etc.)
 - Review and recommend guidelines and/or policies for interactions with alumni and friends of the Athletic Department including the Terrapin Club, the "M" Club, and the Maryland Education Foundation.
 - Review and recommend policies and/or guidelines for all media interactions.
- e. **Professional Sports Counseling Panel (PSCP).** The PSCP is a committee of the Athletic Council authorized under NCAA by-law 12.3.4 to advise and assist student athletes in preparation for professional athletic careers. Consonant with its charge, the University of Maryland, College Park PSCP provides:
- Education and advice to student athletes about NCAA amateurism rules and professional sports careers.
 - Oversight to the Athletic Department's implementation of University and NCAA regulations regarding contacts between student athletes and agents.
 - Advice to the Athletic Council on matters related to its charge.
3. **Ad-Hoc Committees.** The Chair of the Athletic Council, upon advice of the Council, will appoint Ad-Hoc

Committees as needed. Membership on these committees will be on a volunteer basis or by appointment by the Chair of the Council after seeking advice from the Executive Committee.

MEETINGS OF THE ATHLETIC COUNCIL

The Chair of the Council serves as the spokesperson for the Council. Meetings of the Council are open only to Council members and invited guests. Individuals who are not members of the Council, but who wish to attend a specific meeting should seek the prior approval of the Chair. Information provided to Council members concerning specific personnel or compliance matters will not be divulged by individual members without permission of the Chair.

APPENDIX 5 PROCEDURES FOR ELECTIONS OF UMCP REPRESENTATIVES TO THE COUNCIL OF UNIVERSITY SYSTEM FACULTY (CUSF)

The Chair of CUSF is not a member of CUSF. Thus, if the Chair is from College Park, a replacement must be named. At the end of his/her term as Chair, if his/her term on CUSF is not finished, he/she resumes his/her position as a CUSF member.

The normal term for CUSF representatives is three (3) years, with two alternates serving three (3) year terms; if both alternates are elected at the same time, priority to be a replacement shall be in order of votes received. If a regular representative is unable to serve out his/her term, an alternate replaces him/her for the remainder of the term, and a new alternate is named. The replacement representative shall be chosen in order of number of votes received. The Office of the University Senate will identify a replacement alternate subject to confirmation by the Senate Executive Committee.

The University Senate will elect representatives to CUSF each spring. The Senate Nominations Committee will solicit candidates and will present a slate to the Chair of the Senate with at least one (1) candidate for each vacant position to be filled. At the Transitional Meeting of the Senate, faculty Senators will vote to elect representatives to CUSF. Each faculty Senator shall have as many votes as there are open positions. If there are more candidates than positions, the person(s) receiving the most votes, in order, are declared representatives. The person receiving the next most votes is declared alternate. The remaining person, in order of vote tally, will be asked to move into the alternate position if the previous paragraph comes in to play. A record of the outcome of the election will be retained by the Executive Secretary and Director of the University Senate. If there are not sufficient candidates, or the pool of candidates is exhausted, representatives are chosen by the Executive Committee.

APPENDIX 6 PROCEDURES FOR ELECTIONS OF UMCP REPRESENTATIVES TO THE COUNCIL OF UNIVERSITY SYSTEM STAFF (CUSS)

The mission of the Council of University System Staff (CUSS) is to provide a voice for Staff employee concerns in reference to basic decisions that affect the welfare of the University System of Maryland (USM) and its employees. CUSS speaks for all non-exempt and exempt staff employees on Regular and Contingent II Status, who are not represented by a union under collective bargaining.

CUSS is comprised of Staff employees representing each USM institution and the USM Office (USMO). Institution membership is proportionate to the number of Staff employees at the individual institutions, with a minimum of two (2) primary members and two (2) alternate members per institution. Representation on CUSS from each constituent institution is apportioned according to the following formula: 1 to 999 eligible employees, 2 representatives; over 1000 eligible employees, 3 representatives. Staff at each constituent institution shall also select an alternate who shall substitute for a regular member of CUSS when needed. Alternates should be selected at the same time and in the same manner as regular members. A delegation may include more than one (1) alternate who is eligible to cast a vote for an absent member provided the member has given prior notification to the Chair of CUSS. The University of Maryland, College Park is entitled to three (3) representatives, and up to three (3) alternates.

As defined in 6.10.f of the Senate *Bylaws*, the Senate Staff Affairs Committee is responsible for administering the CUSS nomination and election process. Definitions of eligible staff shall be determined by the Board of Regents and CUSS. The CUSS elections will be administered in the spring semester every other year, as the terms of the current CUSS representatives are expiring. The Staff Affairs Committee will solicit candidates from the eligible staff population and will present ballots to the same population with at least one (1) candidate for each vacant position to be filled.

Eligible staff employees will vote to elect representatives to CUSS. If there are more candidates than positions, the person(s) receiving the most votes, in order, are declared representatives. The person(s) receiving the next most votes are declared alternate(s). A record of the outcome of the election will be retained by the Executive Secretary and Director of the University Senate.

New members shall begin their terms August 1. The normal term for CUSS representatives and alternates is two (2) years. If a regular representative is unable to serve out his/her term, an alternate replaces him/her for the remainder of the term, and a new alternate is named. The replacement representative shall be chosen in order of number of votes received.

APPENDIX 7 PROCEDURES FOR REVIEW OF COLLEGE AND SCHOOL PLANS OF ORGANIZATION

1. In accordance with Article 11 of the Plan, each College, School, Department and other Academic Program, and the Library, shall have a Plan of Organization.
 - a. The Plan of Organization of each College, School, and the Library shall be reviewed by the University Senate according to the procedures detailed in section 2 of this appendix. All revisions to such Plans of Organization must be approved by the University Senate and the President prior to taking effect.
 - b. The Plan of Organization of a Department or other Academic Program shall be reviewed and revised by the Faculty Advisory Committee of the College to which it belongs. In the review and revision of such Plans, the University Senate may act in an advisory capacity if asked to do so by the College.
2. Each College, School, and the Library shall review and revise its Plan of Organization in accordance with Article 11.3 of the Plan and shall submit it to the University Senate for review.
 - a. Revised Plans of Organization shall be reviewed by the Senate Elections, Representation, and Governance (ERG) Committee for compliance with the University's Plan of Organization, University policy, and best practices of shared governance.
 - b. The Senate Faculty Affairs Committee shall review the Appointment, Promotion, and Tenure or Permanent Status section of each Plan and any related documentation for compliance with the University's APT Policy. The Senate Faculty Affairs Committee shall also review the Appointment, Evaluation, and Promotion Policy and any related documentation for compliance with University policies on professional track faculty and the University's Guidelines for Appointment, Evaluation, and Promotion of Professional Track Faculty.
 - c. The ERG and Faculty Affairs Committees shall communicate any concerns or requested revisions to the respective College, School, or Library.
 - d. Once all necessary revisions have been made, the ERG and Faculty Affairs Committees shall certify that they find the Plan to be in compliance and the revised Plan of Organization shall be submitted to the College Assembly or equivalent for approval.
 - e. Upon approval of the College Assembly or equivalent, the ERG Committee shall submit the revised Plan and its accompanying report to the Senate Executive Committee for review and placement on the Senate Agenda.
 - f. The revised Plan of Organization shall require final approval by the University Senate and the President.
3. During the initial implementation of a recently approved Plan of Organization, a College, School, or the Library may submit additional minimal or technical amendments to the Senate within one year of final approval by the University President. These revisions will undergo an expedited review process by the Senate ERG Committee, and by the Faculty Affairs Committee if appropriate. The committee(s) shall review only those amendments submitted by the College, School, or the Library, and shall not conduct a full review of the Plan. Upon approval by the ERG Committee (and the Faculty Affairs Committee, if necessary), the amendments shall be submitted to the College Assembly, the Senate Executive Committee, the Senate, and the President according to the procedures outlined above in section 2 d-f.

4. Until a revised Plan of Organization is approved by the University Senate and President, the version of the Plan of Organization of each College, School, and the Library that was most recently approved by the University Senate and President remains in effect, and provides the rules under which the College, School, or the Library must review and approve future revisions to its Plan. The University Plan of Organization supersedes any provisions in the Plan of any College, School, the Library, Department, or Academic Program that are in conflict with the purpose, applicability, or intent of the University Plan.

Dates of Approval, Updates and Amendments to the Senate Bylaws

Approved, Campus Senate, October 9, 1986	Amended, May 15, 2007
Approved, Board of Regents, February 6, 1987	Amended, May 8, 2008
Updated, July 11, 1988	Amended, October 16, 2008
Amended, February 13, 1986	Amended, February 9, 2009
Amended, December 7, 1986	Amended, May 4, 2009
Amended, May 7, 1990	Amended, November 12, 2009
Amended, September 13, 1990	Amended, March 3, 2010
Amended, November 15, 1990	Amended, February 9, 2011
Amended, October 14, 1993	Amended, May 4, 2011
Amended, December 6, 1993	Amended, March 8, 2012
Amended, March 31, 1994	Amended, April 19, 2012
Amended, April 18, 1994	Amended, May 2, 2013
Amended, May 5, 1994	Amended September 18, 2013
Amended, November 10, 1994	Amended, April 15, 2015
Amended, August 28, 1996	Approved after 2015 Plan of Org Review, May 4, 2015
Amended, May 15, 1997	Amended, November 20, 2015
Amended, March 5, 1998	Amended, December 14, 2015
Amended, April 2, 1998	Amended, February 18, 2016
Amended, April 6, 2000	Amended, March 18, 2016
Amended, February 12, 2001	Amended March 24, 2017
Amended, September 19, 2002	Amended November 8, 2017
Amended, February 3, 2003	Amended May 3, 2019
Amended, October 16, 2003	Amended February 7, 2020
Amended, April 19, 2004	Amended March 30, 2020
Amended, April 4, 2005	Amended November 12, 2020

Principles for Virtual Senate Meetings

The following principles will guide the structure of virtual University Senate meetings to mirror in-person Senate meetings to the extent possible.

1. *Robert's Rules of Order* will govern virtual Senate Meetings.
2. Virtual Senate meetings require a quorum of eligible Senators as prescribed in [3.4.b. of the Senate Bylaws](#).
3. The Senate Chair will preside over virtual Senate meetings.
4. The Senate Director & Senate Parliamentarian will have the ability to advise the Senate Chair during virtual Senate meetings, as needed.
5. The notice, materials, and procedures in [Article 3.1. of the Senate Bylaws](#) will be followed for virtual Senate meetings, to the extent possible.
6. Virtual Senate meetings will be held in a synchronous environment to enable real-time discussion and voting.
7. Virtual Senate meetings must be open to all members of the campus community and all eligible Senators in accordance with [Article 3.3.a. of the Senate Bylaws](#).
8. The technology used for electronic participation and voting in virtual Senate meetings must be accessible to all Senators or reasonable accommodations must be made to allow accessibility.
9. The platform(s) used for virtual Senate meetings must allow all Senators to speak, make motions, and cast votes.
10. Senators must be recognized by the Senate Chair in order to speak or introduce a member of the campus community to speak on the Senate floor at virtual Senate meetings.
11. The platform for virtual Senate meetings must allow all members of the campus community to speak once introduced by a Senator, in accordance with [Article 3.3.d. of the Senate Bylaws](#).
12. Voting at virtual Senate meetings must be limited to eligible Senators who are on the platform(s) at the time of the meeting.
13. Virtual Senate meetings must be recorded in accordance with [Article 11.1.b. of the Senate Bylaws](#).

Guidelines for Virtual Senate Meeting Logistics

The following guidelines provide operational and logistical information related to participation and voting at virtual Senate meetings. These guidelines will be managed and revised by the University Senate Office in coordination with the Senate leadership based on evolving trends in technology and transitions in the Senate.

Zoom Guidelines

Virtual Senate meetings will be hosted on Zoom with the following provisions:

- Senate Office staff will work directly with Senators and, if needed, their supervisors, to ensure that all Senators have access to the necessary technology for participation and voting.
- The Zoom link for the Senate meeting will be sent to the Senate and made available publicly on the Senate website and the Senate calendar.
- Notifications about the Senate meetings will include links to the Current Senators page, so non-Senators know who to contact if they would like to be introduced to speak on the Senate floor.
- Access to the Senate meeting will be limited to members of the campus community through the University's CAS login.
- All participants will be identified in the meeting by the name in their University-affiliated account and will be unable to make any changes to their name in Zoom.
- All participants will be muted upon entry to the Senate meeting and will not be able to unmute themselves.
- The chat feature will be disabled during the Senate meeting.
- The audio from all Senate meetings will be recorded and archived as specified in [Article 11.1.b. of the Senate Bylaws](#).
- Senators will participate in an attendance vote to determine when quorum has been reached and the Senate meeting can officially begin.
- Senators will use The 'Raise Hand' feature in the Participants window in Zoom to be recognized by the Senate Chair to speak or to introduce a non-Senator to speak on the Senate floor.
- Senators will use the 'Coffee Mug' feature in the Participant window in Zoom to make a motion that is in order when someone else has the floor.
- Participants with their hands Raised will be verified as Senators or non-Senators prior to being recognized by the Senate Chair.

- Speakers recognized by the Senate Chair will be unmuted to speak and then muted again with their hand lowered following their remarks.
- Senators who want to introduce a non-Senator to speak should have their hand Raised and ask the non-Senator to Raise their hand in order to be recognized and unmuted.
- Senator attendance will be extracted from a Zoom report.

TurningPoint Guidelines

Voting will be facilitated through the use of TurningPoint via either the mobile app or a web browser.

- The Senate Office will create a course for the relevant Senate term in TurningPoint and will invite all eligible Senators to that course.
- Senators will be given instructions on how to create a free TurningPoint account, and how to vote using the mobile app or a web browser.
- Senators will log into their TurningPoint account on the mobile app or web browser at the beginning of the Senate meeting and enter the specific session id assigned for the year.
- The combination of the Senate course restriction and the specific session id will restrict voting to eligible Senators.
- All voting will be anonymous except for the initial quorum check at the start of the meeting.

University	Senate Link	Senate Bylaws	Bylaws Related to Virtual Meetings (Exact Language)	Special Guidance for Virtual Meetings	Is accessibility Addressed? If so, how?	Additional Notes
University of Illinois at Urbana-Champaign	https://www.senate.illinois.edu/	https://www.senate.illinois.edu/bylaws.asp	the word "virtual" is not mentioned in the bylaws, no mention of meetings needing to be in person or online, flexible	https://www.senate.illinois.edu/zoom_security.asp		Supplied a lot - added to folder
Indiana University--Bloomington	https://bfc.indiana.edu/	https://vpfaa.indiana.edu/policies/bl-aca-d9-bloomington-faculty-bylaws/index.html	the document is flexible, "presence" is required but the words "virtual" and "in person" are not present in the bylaws			
University of Iowa	https://faculty-senate.uiowa.edu/	https://faculty-senate.uiowa.edu/about/bylaws-university-iowa-faculty-senate-and-council	the word "virtual" is not mentioned in the bylaws, no mention of meetings needing to be in person or online, flexible			Meeting schedule does show they are using Zoom this summer, but also a physical location for their first meeting in the fall - phone call confirmed virtual meetings
University of Michigan	https://facultysenate.umich.edu/	https://facultysenate.umich.edu/wp-content/uploads/2020/01/Senate-Rules-Rev.-2011.pdf	They do not mention virtual meetings, they specify exact physical locations (section 5.3) where meetings are to be held and the schedule of meetings still shows these physical locations			are called Rules instead of bylaws
Michigan State University	https://acadgov.msu.edu/faculty-senate	https://acadgov.msu.edu	the word "virtual" is not mentioned in the bylaws, no mention of meetings needing to be in person or online, flexible	https://acadgov.msu.edu/schedule-meeting-dates , https://www.canr.msu.edu/news/can_our_meeting		They have made the call, all meetings will be remote in the fall, they have an interesting set up faculty senate + university council, they have not codified virtual meetings into their bylaws and have no plans to do so at this time, they specifically mentioned they are "winging it"
University of Minnesota--Twin Cities	https://usenate.umn.edu	https://docs.google.com/document/d/1tvOne1xQ4CK2F8dpuC3XEfiN8P2yc-hhs0EJuOAIChQ/edit#bookmark=id.9zq6jvybtcak	word "virtual" and "online" not mentioned in bylaws/rules	Found in a meeting agenda: ZOOM SETTINGS AND PROTOCOLS Senators are encouraged to access the meeting via a computer or the Zoom app on their smartphone in order to utilize many of the platform's functions. Telephonic access will be available, but members attending by phone only will be unable to speak or vote. Members attending by phone should send their name and the phone number from which they are calling to Amber Bathke (abathke@umn.edu) in order to be counted as present. The meeting will be facilitated using the standard Zoom meeting function and the following settings will be applied by the host (Senate Office staff): Please change your display name to include whether you are a senator or not (for example, "Your Name, CLA senator" or "Your Name, non-senator"). To do this, hover over your picture in the Zoom call and click on the blue square that appears in the upper right corner, and select "Rename." Participants will be muted and their video disabled upon entry, and are asked to remain muted and keep their video off during the meeting. Senators wishing to speak should use the "raise hand" function (located at the bottom of the participants list) and will then be called upon by the presiding officer. At that time, you may unmute yourself and enable your video. Screen sharing will be disabled for all participants except the host. Voting will be accomplished by using the polling function on the platform. If additional motions are made, they will be added to the polling function by the host. People attending by telephone only will not be able to vote. Members who identify their phone numbers as described above will be counted as abstention in any votes. If you are not a senator or alternate/proxy, please do not vote.	https://docs.google.com/document/d/1fG7zO3w22ChCbajEZWDFw1x8T-0WNP_SPgugSVUZ66A/edit	everything moved online until further notice, 4 smaller senates make up the larger university senate (student senate, faculty senate, P&A senate, Civil Service Senate)
University of Nebraska--Lincoln	https://www.unl.edu/facultysenate/	https://www.unl.edu/facultysenate/unl-faculty-senate-bylaws	Not much said about meetings in blaws except that 9 are required in the academic year and when/how to have special meetings called, no mention of onlince/virtual procedures			all fall meetings are slated to be online and using the Zoom platform https://www.unl.edu/facultysenate/senate-meeting-schedule

Peer Research: Virtual Senate Meetings

Northwestern University	https://www.northwestern.edu/faculty-senate/about/governance/bylaws.html#meetings	https://www.northwestern.edu/faculty-senate/about/governance/bylaws.html#meetings	Fifty-one percent of the elected members of the Faculty Senate constitute a quorum. Only members present at the time of the vote are eligible to vote on any question or motion. In the absence of a quorum, discussion may occur at the discretion of the President, but no action may be taken except adjournment to a specified future time. Faculty Senate members may attend via teleconference or video conference at a single location designated by the Faculty Senate on the Chicago campus. Members of the Northwestern University in Qatar campus may also participate through teleconference or video conference from locations in Qatar. If pressing circumstances prohibit attendance in one of the above-mentioned locations, other Faculty Senate members may also participate and vote individually by teleconference or video conference after notifying the President of the Faculty Senate. Faculty members participating by teleconference or video conference as described above will be considered present and in attendance for purposes of determining the existence of a quorum.		Both a physical and Zoom location are given for fall meetings
Ohio State University	https://senate.osu.edu/faculty-council-bylaws	University Senate bylaws not available but the sub senate (faculty senate) can be found here: https://senate.osu.edu/faculty-council-bylaws	the word "virtual" is not mentioned in the bylaws, no mention of meetings needing to be in person or online, flexible	They use something like Zoom but customized for them CarmenZoom which is integrated with their canvas/blackboard course management system https://it.osu.edu/news/2019/07/18/carmenzoom-now-available-faculty-staff-and-students	
Pennsylvania State University	https://senate.psu.edu/	https://senate.psu.edu/senators/faculty-senate-governance-documents/	Meetings: At the discretion of the committee chair, committee meetings or votes – in person or remotely – may be announced over the summer as necessary to respond to time-sensitive Intercollegiate Athletics issues requiring the full attention of the committee. With the understanding that many senators are on nine-month appointments, participation in such meetings is voluntary and the chair shall use discretion to limit such meetings to those that require time sensitive decisions/input.	They appear to use something called Mediasite https://senate.psu.edu/senators/mediasite-instructions/	Email response on 9/11/2020 So far we haven't discussed new rules for remote meetings. For the meeting next week we are doing a hybrid meeting with a few people in the room –speakers, officers and staff, and most people on zoom. We are trying to set up zoom so the experience will be as similar to an in person meeting as possible. It is a challenge. I'd love to hear more about what you are doing at the University of Maryland, College Park!"
Purdue University	https://www.purdue.edu/senate/	https://www.purdue.edu/senate/bylaws/index.php	the word "virtual" is not mentioned in the bylaws, no mention of meetings needing to be in person or online, flexible	Using Zoom all fall semester https://www.purdue.edu/senate/calendar/index.php	

Peer Research: Virtual Senate Meetings

University of Wisconsin--Madison	https://secfac.wisc.edu/governance/faculty-senate/	cannot locate	contacted - nothing in bylaws yet but planning to address this fall (2020)	Seem to be using Blackboard for virtual meetings		
Rutgers University	https://senate.rutgers.edu/	http://oirap.rutgers.edu/msa/Documents/senatehandbook.pdf	the word "virtual" is not mentioned in the bylaws, no mention of meetings needing to be in person or online, flexible	Using Zoom		
University of North Carolina Chapel Hill	there seem to be two distinct ones... faculty and student here is the faculty link https://facultygov.unc.edu/	https://facultygov.unc.edu/faculty-code/				
University of California at Berkeley	https://academic-senate.berkeley.edu/	https://academic-senate.berkeley.edu/resources/manual	wrote back, doesn't seem to address			
University of California -- Los Angeles	https://www.senate.ucla.edu/	https://www.senate.ucla.edu/bylaws-regulations/bylaws				

Virtual Meeting Guidelines – Peer Research

A common theme across correspondence with peer institutions is increased engagement and engagement with virtual meetings. Many would like to see this continue and are thinking of how it would look post-pandemic to continue to have options that are accessible and encourage participation.

When not dealing with a mandate, the decision to hold virtual meetings has generally been made by the Senate/council themselves.

Guidance provided by peer institutions focuses on instructions for specific online meeting platforms rather than general principles.

- **University of Illinois** has Zoom-specific guidance for classroom and general University usage regarding security and privacy on their [website](#) (updated April 2020).
- **University of Minnesota** provides Zoom instructions for Senate meetings at the end of the Senate meeting agenda. The July agenda can be referenced [here](#).
- **Penn State** uses a different platform for meetings (Mediasite) and voting (Poll Everywhere). Login instructions are found on their [website](#).
- **Michigan State University** provides reasons why remote meetings via conference call are allowed, and how to ensure calls align with Robert's Rules on their [website](#).



University Senate Provisions on Virtual Meetings (Senate Document #20-21-09)

Elections, Representation, Governance (ERG) Committee | Chair: Marcia Shofner

The Senate Executive Committee (SEC) and Senate Chair Dugan request that the Elections, Representation, & Governance (ERG) Committee review the University Senate's provisions on virtual meetings.

Specifically, the ERG Committee should:

1. Review [Article 9 - Meetings](#) of the Senate in the University of Maryland Plan of Organization for Shared Governance.
2. Review the provisions on virtual meetings in section 3.5 - [Article 3 - Meetings](#) of the Senate Bylaws.
3. Review information on the Plan of Organization Review Committee's consideration of remote participation when it last convened in 2015.
4. Review the Procedures for the Remaining Spring 2020 Senate Meetings ([Senate Document #19-20-45](#)).
5. Review provisions for virtual meetings at Big10 and peer institutions.
6. Consult with the Senate Parliamentarian.
7. Consult with the Executive Secretary & Director of the University Senate.
8. Consider whether and under what circumstances the University Senate should be allowed to meet virtually.
9. Consider whether virtual meetings have an impact on accessibility for the various constituencies engaged in the Senate.
10. Consider whether the current procedures for participation in and voting during virtual Senate meetings allows for a similar level of engagement and similar opportunities for procedural elements during meetings as is provided during in-person meetings.
11. Consider whether the language on virtual meetings in the Senate Bylaws should be revised.
12. If appropriate, based on the committee's consideration of the above items, recommend whether the Senate Bylaws should be revised.

We ask that you submit a report to the Senate Office no later than **November 10, 2020**. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.



Establish a Bachelor of Science in Mechatronics (PCC 20044)

PRESENTED BY Valerie Orlando, Chair, Senate Programs, Curricula, and Courses Committee

REVIEW DATES SEC – November 18, 2020 | SENATE – December 8, 2020

VOTING METHOD In a single vote

RELEVANT POLICY/DOCUMENT N/A

NECESSARY APPROVALS Senate, President, University System of Maryland Board of Regents, and Maryland Higher Education Commission

ISSUE

The Department of Aerospace Engineering, within the A. James Clark School of Engineering, proposes to establish a Bachelor of Science in Mechatronics. Mechatronics is the combination of mechanical, electrical, and information systems engineering. The program addresses the growing need for cross-disciplinary engineers skilled in the areas of robotics, automation, and advanced manufacturing technologies, collectively known as Industry 4.0. The Bachelor of Science in Mechatronics will provide students with a fundamental understanding of mechatronic systems analysis, the knowledge of how these systems are developed and deployed, and the practical experience required to implement mechatronic systems in real-world applications. Graduates of the program are expected to be highly sought after in fields such as aerospace & defense, energy, infrastructure, manufacturing & automation, robotics, and biomedical engineering.

This program will be offered at the Universities at Shady Grove and is primarily intended for students who have completed an associate’s degree from a Maryland public community college. The program will be supported through a targeted enhancement-funding request to the State of Maryland, and through tuition revenue. Reallocated funds assume support from the state’s Workforce Development Initiative targeted towards programs to be delivered at the Universities at Shady Grove. The Mechatronics program is the third of three UMD engineering programs planned for delivery specifically at the Universities at Shady Grove to contribute to workforce development in the state and most specifically in the Montgomery County region, taking advantage of the robust partnership with Montgomery College. The other two programs are the Bachelor of Science in Embedded Systems and Internet of Things, which was approved in 2019, and the Bachelor of Science in Biocomputational Engineering, which was approved in May of 2020.

The program will offer courses at the 300 and 400-level, which constitute the junior and senior year of the program. The curriculum will require 43 credits of core courses and 18 credits of program-specific electives. The curriculum was developed by faculty in the Aerospace Engineering department in collaboration with faculty in Electrical and Computer Engineering and in Mechanical Engineering. Students graduating from the Mechatronics program will be uniquely positioned for the job market because of the curriculum’s focus on both a solid foundation in the relevant theoretical and analytical backgrounds, as well as the practical competencies required to enter the workforce.

The regional economic pillars of the aerospace and defense industries and related governmental partners will directly benefit from this local source of highly skilled graduates.

This proposal was approved by the Senate Programs, Curricula, and Courses committee on November 6, 2020.

RECOMMENDATION(S)

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

COMMITTEE WORK

The committee considered this proposal at its meeting on November 6, 2020. Andrew Becnel, from the Department of Aerospace Engineering, and Ken Kiger, from the A. James Clark School of Engineering, presented the proposal and answered questions from the committee. The proposal was approved by the committee.

ALTERNATIVES

The Senate could decline to approve this new bachelor's degree program.

RISKS

If the Senate declines to approve this degree program, the university will lose an opportunity to take advantage of additional state funding to provide University of Maryland students at Shady Grove with a new program option in a growing technological industry.

FINANCIAL IMPLICATIONS

The program will be supported through a targeted enhancement funding request to the State of Maryland, and through tuition revenue. Reallocated funds assume support from the state's Workforce Development Initiative targeted towards programs to be delivered at the Universities at Shady Grove.

686: MECHATRONICS

In Workflow

1. D-ENAE PCC Chair (rmsanner@umd.edu)
2. D-ENAE Chair (wereley@umd.edu)
3. ENGR PCC Chair (mcbell@umd.edu; nroop@umd.edu; sash1@umd.edu)
4. ENGR Dean (kkiger@umd.edu; mcbell@umd.edu; nroop@umd.edu; sash1@umd.edu)
5. Academic Affairs Curriculum Manager (mcolson@umd.edu)
6. Senate PCC Chair (mcolson@umd.edu; vorlando@umd.edu)
7. University Senate Chair (mcolson@umd.edu)
8. President (mcolson@umd.edu)
9. Board of Regents (mcolson@umd.edu)
10. MHEC (mcolson@umd.edu)
11. Provost Office (mcolson@umd.edu)
12. Undergraduate Catalog Manager (lyokoi@umd.edu; wbryan@umd.edu)

Approval Path

1. Mon, 24 Feb 2020 19:18:15 GMT
Michael Colson (mcolson): Rollback to Initiator
2. Thu, 21 May 2020 14:03:54 GMT
Robert Sanner (rmsanner): Approved for D-ENAE PCC Chair
3. Mon, 22 Jun 2020 17:57:00 GMT
Norman Wereley (wereley): Approved for D-ENAE Chair
4. Mon, 19 Oct 2020 18:41:47 GMT
Mary Bell (mcbell): Approved for ENGR PCC Chair
5. Mon, 19 Oct 2020 19:18:49 GMT
Kenneth Kiger (kkiger): Approved for ENGR Dean
6. Mon, 02 Nov 2020 14:36:21 GMT
Michael Colson (mcolson): Approved for Academic Affairs Curriculum Manager
7. Fri, 06 Nov 2020 15:25:10 GMT
Valerie Orlando (vorlando): Approved for Senate PCC Chair
8. Fri, 06 Nov 2020 15:40:21 GMT
Michael Colson (mcolson): Rollback to Senate PCC Chair for University Senate Chair
9. Tue, 10 Nov 2020 06:11:00 GMT
Valerie Orlando (vorlando): Approved for Senate PCC Chair

New Program Proposal

Date Submitted: Fri, 06 Mar 2020 19:57:09 GMT

Viewing: 686 : Mechatronics

Last edit: Tue, 10 Nov 2020 14:07:06 GMT

Changes proposed by: Andrew Becnel (abecnel)

Program Name

Mechatronics

Program Status

Proposed

Effective Term

Fall 2022

Catalog Year

2022-2023

Program Level

Undergraduate Program

Program Type

Undergraduate Major

Delivery Method

Off Campus

Does an approved version of this program already exist?

No

Departments**Department**

Aerospace Engineering

Colleges**College**

The A. James Clark School of Engineering

Degree(s) Awarded**Degree Awarded**

Bachelor of Science

Proposal Contact

Andrew Becnel

Proposal Summary

Proposal to establish a new academic degree program : Bachelor of Science in Mechatronics
(PCC Log Number 20044)

Program and Catalog Information

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

Mechatronics can be concisely described as the combination of mechanical, electrical, and information systems engineering. The Bachelor of Science in Mechatronics will provide students with a fundamental understanding of mechatronic systems analysis, the knowledge of how these systems are developed and deployed, and the practical experience required to implement mechatronic systems in real-world applications. Graduates of the program are expected to be highly sought after in fields such as aerospace & defense, energy, infrastructure, manufacturing & automation, robotics, and biomedical engineering. In their senior year, students can focus their electives in one of two tracks: Robotics or Autonomous Air Vehicles.

Mechatronics engineers design, develop, and test automated production systems, transportation and vehicle systems, robotics, computer-machine controls, and many other integrated systems. Mechatronics engineers develop new technologies for use in the automotive and aviation industry, advanced manufacturing operations, and often specialize in areas such as robotics, autonomous vehicles, and manufacturing systems.

Catalog Program Requirements:

Course	Title	Credits
Required Foundation Courses		43
ENMT301	Course ENMT301 Not Found (Dynamics)	3
ENMT305	Course ENMT305 Not Found (Electro-Mechanical Circuits and Systems)	3
ENMT313	Course ENMT313 Not Found (Real Time Software Systems and Microprocessors)	3
ENMT324	Course ENMT324 Not Found (Structures)	3
ENMT364	Course ENMT364 Not Found (Aerospace Sciences Laboratory)	4
ENMT380	Course ENMT380 Not Found (Flight Software Systems)	3
ENMT387	Course ENMT387 Not Found (Manufacturing Processes)	3
ENGL393	Technical Writing	3
ENMT432	Course ENMT432 Not Found (Classical Control Theory)	3
ENMT461	Course ENMT461 Not Found (Mechatronics and Controls Lab I)	3
ENMT462	Course ENMT462 Not Found (Mechatronics and Controls Lab II)	3

ENMT483	Course ENMT483 Not Found (Mechatronic Systems I)	3
ENMT484	Course ENMT484 Not Found (Mechatronic Systems II)	3
TECHNICAL ELECTIVE	Course TECHNICAL ELECTIVE Not Found (Any approved 300 or 400 level course outside of ENMT)	3
Elective Courses (Select 6 courses based on track of study) ¹		18
ENMT471	Course ENMT471 Not Found (Advanced Manufacturing and Automation)	3
ENMT472	Course ENMT472 Not Found (UAV Flight Testing)	3
ENMT473	Course ENMT473 Not Found (Motion Planning for Autonomous Systems)	3
ENMT474	Course ENMT474 Not Found (Hands On Autonomous Aerial Vehicles)	3
ENMT475	Course ENMT475 Not Found (Introduction to Robotics)	3
ENMT476	Course ENMT476 Not Found (Bio-Inspired Robotics)	3
ENMT477	Course ENMT477 Not Found (Machine Learning in Mechatronics Engineering)	3
Transfer Credits^ (Consult with academic advisor) ^{^May vary depending on previous coursework}		60-90*
Total Credits		121

¹ Students may use a relevant course outside of ENMT with permission of advisor.

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. For undergraduate programs, this should be the four-year plan.

FIRST & SECOND YEAR

Prior to being admitted to the Mechatronics major, students should have completed the Engineering LEP gateway courses, basic math/science courses, lower-level General Education requirements, and at least 60 applicable degree credits.

Course	Title	Credits
First & Second Year		
ENGL101	Academic Writing	3
MATH140	Calculus I	4
MATH141	Calculus II	4
MATH241	Calculus III	4
MATH246	Differential Equations for Scientists and Engineers	3
MATH240	Introduction to Linear Algebra	4
CHEM135	General Chemistry for Engineers (General Chemistry for Engineers)	3
PHYS161	General Physics: Mechanics and Particle Dynamics	3
PHYS260	General Physics: Vibration, Waves, Heat, Electricity and Magnetism	3
PHYS261	General Physics: Vibrations, Waves, Heat, Electricity and Magnetism (Laboratory)	1
PHYS270	General Physics: Electrodynamics, Light, Relativity and Modern Physics	3
PHYS271	General Physics: Electrodynamics, Light, Relativity and Modern Physics (Laboratory)	1
ENES100	Introduction to Engineering Design	3
ENES102	Mechanics I	3
ENES220	Mechanics II	3
ENES232	Thermodynamics	3
Lower-Level general education requirements or A.A./A.S. degree from a Maryland public institution		Varies
Total		60

JUNIOR & SENIOR YEAR AT SHADY GROVE

Fall of Junior Year

Course	Title	Credits
ENMT364	Course ENMT364 Not Found (Aerospace Sciences Laboratory)	4
ENMT301	Course ENMT301 Not Found (Dynamics)	3
ENMT305	Course ENMT305 Not Found (Electro-Mechanical Circuits and Systems)	3
ENMT380	Course ENMT380 Not Found (Flight Software Systems)	3
ENMT387	Course ENMT387 Not Found (Manufacturing Processes)	3
Total Credits		16

Spring of Junior Year

Course	Title	Credits
ENMT313	Course ENMT313 Not Found (Real Time Software Systems and Microprocessors)	3
ENMT432	Course ENMT432 Not Found (Classical Control Theory)	3
ENGL393	Technical Writing	3
ENMT324	Course ENMT324 Not Found (Structures)	3
ENMT3XX	Course ENMT3XX Not Found (Technical Elective (based on track))	3
Total Credits		15

Fall of Senior Year

Course	Title	Credits
ENMT483	Course ENMT483 Not Found (Mechatronic Systems I) ^{a. Autonomous Systems -or- b. Robotics Systems}	3
ENMT461	Course ENMT461 Not Found (Mechatronics and Controls Lab I)	3
PROGRAM ELECTIVE	Course PROGRAM ELECTIVE Not Found (Program-Specific Elective)	3
PROGRAM ELECTIVE	Course PROGRAM ELECTIVE Not Found (Program-Specific Elective)	3
PROGRAM ELECTIVE	Course PROGRAM ELECTIVE Not Found (Program-Specific Elective)	3
Total Credits		15

Spring of Senior Year

Course	Title	Credits
ENMT484	Course ENMT484 Not Found (Mechatronic Systems II) ^{a. Autonomous Systems -or- b. Robotics Systems}	3
ENMT462	Course ENMT462 Not Found (Mechatronics and Controls Lab II)	3
PROGRAM ELECTIVE	Course PROGRAM ELECTIVE Not Found (Program-Specific Elective)	3
PROGRAM ELECTIVE	Course PROGRAM ELECTIVE Not Found (Program-Specific Elective)	3
PROGRAM ELECTIVE	Course PROGRAM ELECTIVE Not Found (Program-Specific Elective)	3
Total Credits		15

Course	Title	Credits
Suggested Autonomous Air Vehicles Elective Courses		
ENMT471	Course ENMT471 Not Found (Advanced Manufacturing and Automation)	3
ENMT472	Course ENMT472 Not Found (UAV Flight Testing)	3
ENMT473	Course ENMT473 Not Found (Motion Planning for Autonomous Systems)	3
ENMT474	Course ENMT474 Not Found (Hands On Autonomous Aerial Vehicles)	3
ENMT477	Course ENMT477 Not Found (Machine Learning in Mechatronics Engineering)	3
ADDITIONAL COURSE	Course ADDITIONAL COURSE Not Found	3

Course	Title	Credits
Suggested Robotic Systems Elective Courses		
ENMT471	Course ENMT471 Not Found (Advanced Manufacturing and Automation)	3
ENMT473	Course ENMT473 Not Found (Motion Planning for Autonomous Systems)	3
ENMT475	Course ENMT475 Not Found (Introduction to Robotics)	3
ENMT476	Course ENMT476 Not Found (Bio-Inspired Robotics)	3
ENMT477	Course ENMT477 Not Found (Machine Learning in Mechatronics Engineering)	3
ADDITIONAL COURSE	Course ADDITIONAL COURSE Not Found	3

List the intended student learning outcomes. In an attachment, provide the plan for assessing these outcomes.

Learning Outcomes

An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics

An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economics factors

An ability to communicate effectively with a range of audiences

An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts

An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives

An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions

An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

New Program Information

Mission and Purpose

Describe the program and explain how it fits the institutional mission statement and planning priorities.

Mechatronics can be concisely described as the combination of mechanical, electrical, and information systems engineering. The proposed Bachelor of Science in Mechatronics, to be offered at the Universities at Shady Grove, seeks to address the growing need for cross-disciplinary engineers skilled in the areas of robotics, automation, and advanced manufacturing technologies, collectively known as Industry 4.0. As society moves into the 4th industrial revolution, the regional economy is redoubling its focus on high-tech industries like biotechnology and aerospace/defense, fields which rely heavily on the broad expertise offered by engineers trained in Mechatronics. The creation of the Mechatronics major aligns with the University Mission Statement, to “advance knowledge in areas of importance to the State”, as well as the undergraduate learning objectives 4.1.3 and 4.1.9, to “increase the number of graduates in fields that support the workforce needs of the state and the nation by creating new programs and pathways”, and to “continue to improve pathways for transfer students in our undergraduate programs on the College Park campus and at regional centers such as the Universities at Shady Grove,” respectively.

The proposed Mechatronics program seeks to train students in a design process that integrates mechanical, electrical, and information systems engineering to develop systems that can operate, perhaps autonomously, in the physical world. These systems could be robotic systems, flight systems including unmanned aircraft systems, or biomedical devices. Students graduating with a Bachelor’s Degree in Mechatronics will be uniquely skilled in the synergistic application of modern technologies that work together in systems that are more productive, more efficient, and less wasteful. The goal of this program is to enroll students who have completed the first two years of lower level engineering gateway courses, basic math/science courses, lower-level General Education courses & at least 60 applicable degree credits.

<https://svp.umd.edu/sites/default/files/2019-09/Mission-Vision.pdf>

Program Characteristics

What are the educational objectives of the program?

The educational objectives of this program are established to produce top-notch graduates to fill the growing need for workers experienced with integrated mechanical and electrical systems. The Bachelor of Science in Mechatronics will produce engineering graduates who:

Apply their training in combining mechanical, electrical, and aerospace problem solving skills to contribute professionally in industrial or research settings;

Demonstrate leadership, teamwork, and professional ethical responsibility;

Demonstrate an appreciation for their professional activities on society as a whole.

Describe any selective admissions policy or special criteria for students interested in this program.

As an undergraduate program within the A. James Clark School of Engineering, the Mechatronics major will be designated as a Limited Enrollment Program (LEP) Admission so the program will follow the School of Engineering’s admission criteria found on the LEP website: <http://www.lep.umd.edu> Students will need to fulfill the following gateway courses to gain admission to the Mechatronics major:

Completion of MATH 141 (Calculus II) with a minimum grade of B-.

Completion of PHYS 161 (Physics I) with a minimum grade of B-.

Completion of either CHEM 135 or CHEM 271 or CHEM 134 with a minimum grade of C-. (Students who take CHEM 134 must also have completed CHEM 131 with a minimum grade of C-.)

Additionally, students will need to fulfill the following requirements to gain admission to the Mechatronics program major:

Completion of all first and second year required major courses with a minimum grade of C-.

Completion of all lower-level University General Education requirements.

Completion of 60 applicable degree credits.

A minimum grade point average of 3.0 in all courses taken at the University of Maryland and all other institutions is required for internal and external transfer students.

Due to the similarity in curriculum content and the physical location of course offerings, students in the Aerospace Engineering and Mechanical Engineering programs at UMD will not be eligible to add Mechatronics as a second major or degree (and vice versa).

The proposed curriculum will offer courses at the 300 and 400-level, which constitute the junior and senior years of the program. The program is mainly intended for students transferring from a Maryland public community college. While students at the College Park campus can pursue the program, they will not be able to seek admission in the School of Engineering and the Mechatronics major until they have completed the Engineering LEP gateway courses, required first and second year major courses, lower-level General Education requirements, and have earned at least 60 applicable degree credits.

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.).

Robotics, automation, and advanced manufacturing technologies, collectively known as Industry 4.0, is the emerging “4th industrial revolution” that motivates the establishment of the proposed Bachelor of Mechatronics Degree program at USG. According to a 2018 Deloitte industry report, top executives from more than 350 global companies point to finding, training, and retaining the right talent as their top organizational and cultural challenge in this context. Educating students in a 4-year Mechatronics degree program will provide the appropriate combination of mechanical, electronics, and information systems engineering skills that define this cross-disciplinary environment. Existing programs within the University System of Maryland do not currently span the scope of the Mechatronics discipline, so the proposed program curriculum has been developed by the Aerospace Engineering Department at UMD in consultation with the Mechanical Engineering Department. Students graduating from the Mechatronics program will be uniquely positioned among all USM graduates through the curriculum’s focus on both a solid foundation in the relevant theoretical and analytical backgrounds, as well as the practical competencies required to enter the workforce. The regional economic pillars of the aerospace and defense industries and related governmental partners will directly benefit from this local source of highly skilled graduates.

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

The proposed Mechatronics Bachelor degree program will offer students who have completed their first two years of STEM-focused postsecondary education at a Maryland public community college (MPCC) or institutions a pathway to continue their studies in a growing field and earn a terminal four year degree. The Maryland State Plan for Postsecondary Education highlights the need to ensure equitable access to higher education for the diverse population of the state, and offering a Mechatronics baccalaureate program at USG expands opportunities for students along the I-270 tech corridor region who may otherwise be geographically prohibited from participation at other USM institutions. Providing for these students’ success through this lower cost option - 2 years at an MPCC followed by 2 years in a UMCP program delivered at USG - helps to reduce the financial burden potential students may face otherwise. Finally, the innovative curriculum of the program will combine a solid theoretical foundation with practical implementation skills that prepare graduates for a productive and impactful career in regional industries like defense, aerospace, and advanced manufacturing.

Off Campus

Indicate the location for this off-campus program.

Universities at Shady Grove

Describe the suitability of the site for the off-campus programs.

The program will be delivered in the new Biomedical Sciences and Engineering Education Building (Building IV) at the Universities at Shady Grove. Dedicated and shared laboratory and classroom facilities, as well as office space, has been identified for the program.

Describe the method of instructional delivery, including online delivery, on-site faculty, and the mix of full-time and part-time instructors (according to MHEC 13B.02.03.20.D(2), “At least # of the classes offered in an off-campus program shall be taught by full-time faculty of the parent institution”).

The program will be offered exclusively at the Universities at Shady Grove. All undergraduate programs at USG are junior and senior years only. Expectations for lower-level coursework will be established through articulation agreements with the Maryland community colleges or taken at College Park prior to admissions to the School of Engineering and Mechatronics major. Four tenured or tenure-track (TTK) faculty and five professional track (PTK) faculty will be engaged in delivery of the program on-site. Two to three graduate students will be employed as teaching assistants on-site, and support for commuting to/from USG is included in the proposed budget.

Discuss the resources available for supporting faculty at the location. In an attachment, please indicate the faculty involved in the program. Include their titles, credentials, and courses they may teach for the program.

The curriculum would be strongly supported by various existing centers and laboratories in the Clark School of Engineering including Space Systems Laboratory (ENAE), Smart Structures Laboratory (ENAE), the Maryland Robotics Center (ENGR) and the UMD Unmanned Air Systems (UAS) Test Site. The program will be supported through a targeted enhancement funding request to the State of Maryland, and as with all undergraduate programs within the A. James Clark School of Engineering, students will be required to pay differential tuition at the approved rate. See Appendix B for a list of tenure/tenure-track and professional track faculty supporting the program.

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.

Shady Grove students will receive academic advising and support from a full-time academic advisor at Shady Grove who will report to the Director, Office of Undergraduate Studies in Aerospace Engineering at UMD. This advising includes the usual scheduling of classes, evaluation of progress towards the degrees, and identification of resources. The Mechatronics major will have a mandatory advising process, where students will be required to meet with their advisor, once each semester prior to registration, to check up on the academic progress.

In addition, the AE department will maintain offices at Shady Grove. We will designate an AE faculty member as the Faculty Program Director. The Faculty Program Director will spend one to two days per week at the Shady Grove facility to address the concerns of students, faculty, and instructors. In addition, we will hire an on-site lab technician to maintain the instructional and fabrication laboratory facilities at Shady Grove and a part-time IT specialist serving dual roles at USG and UMD. These personnel will report to the corresponding group leaders in the AE department at UMD. Students evaluate courses and faculty through the courses evaluation system for UMD.

Discuss how the off-campus program will be comparable to the existing program in terms of academic rigor. What are the learning outcomes for the online offering? Do they differ from the existing on-site program?

All courses, except for Technical Writing, will be delivered by the AE and ME departments. The Provost's Office will coordinate with the Technical Writing program in the English Department to offer a section of ENGL 393 for the Mechatronics majors.

Describe the quality control and evaluation of the off-campus program's effectiveness. How will the program be evaluated?

Assessment of the Mechatronics major will follow the same plan that the Department of Aerospace Engineering (ENAE) uses for assessing its major for ABET accreditation purposes.

Aerospace Engineering and Mechanical Engineering faculty members establish and assess the Mechatronics Program Educational Objectives (PEOs). The faculty members evaluate achievement of the PEOs based on indicators informed by reviewing relevant data from program constituencies (students, faculty, and corporate partners). The Departments' Undergraduate Affairs Committees will evaluate recommendations from these constituencies before modification of PEOs. A proposal of these modifications will be presented to the Chairs, the Department Councils, and Department Advisory Boards for feedback prior to a vote for adoption by faculty.

Student Learning Outcomes are evaluated through course-specific performance indicators. The Department will establish rubrics for each performance indicator and develop a course-related assessment as part of this evaluation. Faculty members will then be asked to evaluate the students through these course assessments. Assessment of learning outcomes will take place each year.

Relationship to Other Units or Institutions

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, attach supporting correspondence.

N/A

Accreditation and Licensure. Will the 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.

It is expected that the School will seek to include this program within ABET accreditation, once established.

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

N/A

Faculty and Organization

Who will provide academic direction and oversight for the program? In an attachment, please indicate the faculty involved in the program. Include their titles, credentials, and courses they may teach for the program.

The departments participating in this program would be:

AE-Aerospace Engineering (Norman M. Wereley wereley@umd.edu)

ME-Mechanical Engineering (Balakumar Balachandran balab@umd.edu)

Aerospace Engineering will lead the Mechatronics Bachelor degree program and will be supported by the Mechanical Engineering Department. The faculty within these departments will provide academic direction and oversight for the program. Appendix B contains a list of the AE tenured, tenure-track, and professional faculty.

Indicate who will provide the administrative coordination for the program

Aerospace Engineering will lead administrative coordination for the Mechatronics Bachelor degree program.

Resource Needs and Sources

Each new program is required to have a library assessment prepared by the University Libraries in order to determine any new library resources that may be required. This assessment must be done by the University Libraries. Add as an attachment.

Attached

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

In addition to four lecture classrooms per semester of 40 students each, the following specialized teaching laboratories are available to provide a lab space for students to work on engineering lab work and to provide tools for basic and intermediate fabrication and assembly activities with a focus on mechatronics:

Mechatronics and Controls Laboratory (ENMT 461 and ENMT 462)

Instrumentation Systems Laboratory (ENMT 30X and ENMT 31X)

Vehicle Simulator Laboratory (ENMT 380)

Mechatronics Design Suite (a design lab with 8 collaboration stations, 72" tables attached to the wall with desktop computers with CAD software, large screen monitor, comfy chairs, projectors, and glass boards throughout).

Attached to the Mechatronics Design Suite would be a Mechatronics Fabrication Laboratory with various fabrication capabilities for electronics, additive manufacturing, machining (mill, lathe, drill press etc.) A list of proposed fab lab supplies and equipment is available upon request.

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.

Four tenured or tenure-track (TTK) faculty and five professional track (PTK) faculty will be engaged in delivery of the program on-site. Two to three graduate students will be employed as teaching assistants on-site, and stipends/fringe benefits as well as support for commuting to/from USG is included in the proposed budget. The curriculum would be strongly supported by various existing centers and laboratories in the Clark School of Engineering including Space Systems Laboratory (ENAE), Smart Structures Laboratory (ENAE), the Maryland Robotics Center (ENGR) and the UMD Unmanned Air Systems (UAS) Test Site. The program will be supported through the Governor's Workforce Development Funding Initiative, and as with all undergraduate programs within the A. James Clark School of Engineering, students will be required to pay differential tuition at the approved rate.

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

Shady Grove students will receive academic advising and support from a full-time academic advisor at Shady Grove who will report to the Director, Office of Undergraduate Studies in Aerospace Engineering at UMD. This advising includes the usual scheduling of classes, evaluation of progress towards the degrees, and identification of resources. The Mechatronics major will have a mandatory advising process, where students will be required to meet with their advisor, once each semester prior to registration, to check up on the academic progress.

In addition, the AE department will maintain offices at Shady Grove. We will designate an AE faculty member as the Faculty Program Director. The Faculty Program Director will spend one to two days per week at the Shady Grove facility to address the concerns of students, faculty, and instructors. In addition, we will hire an on-site lab technician to maintain the instructional and fabrication laboratory facilities at Shady Grove and a part-time IT specialist serving dual roles at USG and UMD. These personnel will report to the corresponding group leaders in the AE department at UMD. Students evaluate courses and faculty through the courses evaluation system for UMD courses. The AE office of external relations in collaboration with the undergraduate office will produce marketing materials and will conduct recruitment events throughout the year. The source of the resources for covering these costs is targeted enhancement funding from the State of Maryland and student tuition.

Use the Maryland Higher Education Commission (MHEC) commission financial tables to describe the program's financial plan for the next five years. See help bubble for financial table template. Use space below for any additional comments on program funding.

See attached budget tables.

Implications for the State (Additional Information Required by MHEC and the Board of Regents)

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 (<https://mhec.state.md.us/About/Documents/2017.2021%20Maryland%20State%20Plan%20for%20Higher%20Education.pdf>).

The proposed Mechatronics Bachelor degree program will offer students who have completed their first two years of STEM-focused postsecondary education at a Maryland public community college (MPCC) or institutions a pathway to continue their studies in a growing field and earn a terminal four year degree. The Maryland State Plan for Postsecondary Education highlights the need to ensure equitable access to higher education for the diverse population of the state, and offering a Mechatronics baccalaureate program at USG expands opportunities for students along the I-270 tech corridor region who may otherwise be geographically prohibited from participation at other USM institutions. Providing for these students' success through this lower cost option - 2 years at an MPCC followed by 2 years in a UMD program delivered at USG - helps to reduce the financial burden potential students may face otherwise. Finally, the innovative curriculum of the program will combine a solid theoretical foundation with practical implementation skills that prepare graduates for a productive and impactful career in regional industries like defense, aerospace, and advanced manufacturing.

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/>), or Maryland state Occupational and Industry Projections (<http://www.dlir.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/>) 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.

The US Department of Labor, Education and Training Agency (DOL ETA) recently added a classification for Mechatronics Engineer (17-2199.05) distinct from other occupations(1). Combined with the related occupations of Robotics Engineers (17-2199.08) and others, the U.S. Department of Labor's Bureau of Labor Statistics, Occupational Employment Statistics Program (BOL OESP) projects 4%-6% average growth in this occupation from 2018-2028 nationwide, accounting for nearly 12,000 new jobs(2). The State of Maryland in particular is projected to see higher than average opportunities(3) for Mechatronics Engineers both in terms of job placement and median wages, which according to the BOL OESP are 45% higher than the national average (\$140,840 in Maryland vs. \$96,980 nationwide). This corresponds to over 7,000 jobs in Mechatronics and related industries specifically, and an even greater number considering the broad based skill set that Mechatronics engineering students offer to employers.(4)

(1) 2018 ASEE Southeastern Section Conference American Society for Engineering Education, 2018 Growth of 2-Year programs for Mechatronics Marilyn Barger, Richard Gilbert

(2) National Center for O*NET Development. 17-2199.05 - Mechatronics Engineers. O*NET OnLine. Retrieved January 28, 2020, from <https://www.onetonline.org/link/summary/17-2199.05>

(3) National Center for O*NET Development. State Map for Mechatronics Engineers. My Next Move. Retrieved January 28, 2020, from <https://www.mynextmove.org/profile/state/17-2199.05?from=profile>

(4) <https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml>

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

There are currently no Bachelors degree programs for Mechatronics in the State of Maryland. Anne Arundel Community College offers an Associate of Applied Science (AAS) degree in Mechatronics Technology. Additionally, Johns Hopkins University offers a Master's degree program in Mechatronics, Robotics, and Automation Engineering. Therefore, the proposed Mechatronics Bachelor's Degree program at USG would bridge the gap in training students towards the only 4-year degree of its kind in the state. Additionally, because of the unique combined expertise in both mechanical, electrical, and information systems engineering that the proposed program offers, it is expected to draw students who have already acquired the fundamentals in Maryland's community college system and who are not interested in pursuing one of the standard 4-year engineering degrees available within the UM system.

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?

No historically black institutions in Maryland offer bachelor's programs in mechatronics engineering, so given the specialization of the Mechatronics program we do not expect to draw from students who intend to study related engineering disciplines at these historically black institutions.

Supporting Documents

Attachments

Course Descriptions.pdf

AEFaculty List USG PCC.pdf

Collection_Assessment_Mechatronics.pdf

BS Mechatronics - MHEC-Budget-2019_FY21Update Final.xlsx

Mechatronics_Assessment_Plan.pdf

Reviewer Comments

Michael Colson (mcolson) (Mon, 24 Feb 2020 19:18:15 GMT): Rollback: Rolling back to initiator for edits.

Norman Wereley (wereley) (Mon, 01 Jun 2020 14:48:23 GMT): I APPROVE THIS PROPOSAL

Michael Colson (mcolson) (Fri, 06 Nov 2020 15:40:21 GMT): Rollback: Rolling back to Senate PCC chair

Key: 686

Appendix A : Course Descriptions

ENMT301 - Dynamics

Kinematics and dynamics of three dimensional motion of point masses and rigid bodies with introduction to more general systems. Primary emphasis on Newtonian methods. Practice in numerical solutions and computer animation of equations of motion using MATLAB.

ENMT305 - Electro-mechanical Circuits and Systems

Analysis techniques for simulating resonances and impedances in systems that couple physical interactions electrical, mechanical, magnetic and piezoelectric domains. Analysis applied to modeling the electro-magneto-mechano-acoustic domain interactions in traditional loudspeaker designs, and can be extended to the design of sensors, energy harvesters and actuators.

ENMT313 - Real Time Software Systems and Microprocessors

Timing, synchronization and data flow; parallel, serial, and analog interfaces with sensors and actuators; microprocessor system architecture; buses; direct memory access (DMA); interfacing considerations.

ENMT324 - Structures

Analysis of torsion, beam bending, plate bending, buckling and their application to aerospace and robotic systems.

ENMT364 - Aerospace Sciences Laboratory

Application of fundamental measuring techniques to measurements in aerospace engineering. Includes experiments in aerodynamics, structures, propulsion, flight dynamics and astrodynamics. Correlation of theory with experimental results.

ENMT380 - Flight Software Systems

Avionics using advanced sensor and computing technologies are at the heart of every modern Aerospace vehicle. Advanced software systems to improve safety and enable unmanned and deep-space missions. Object-oriented programming and software engineering concepts required to design and build complex flight software systems. Software validation, verification and real-time performance analysis to assess flight software system reliability and robustness. Human-machine interface design for piloted systems. Automatic onboard data acquisition and decision-making for unmanned air and space vehicles.

ENMT388 - Manufacturing Processes

An introduction to common manufacturing processes and the mindset of “design-for-manufacture” in a mechatronics context. Establishing datums, geometric dimensioning and tolerancing (GD&T), and planning for the manufacturing methods that will successfully produce the desired parts. Overview of common small- and large-volume production methods, such as milling, turning, stamping and bending of sheet metal, and injection molding.

ENGL393 - Technical Writing

The writing of technical papers and reports for modern communication media.

ENMT432 - Classical Control Theory

An introduction to the feedback control of dynamic systems. Laplace transforms and transfer function techniques; frequency response and Bode diagrams. Stability analysis via root locus and Nyquist techniques. Performance specifications in time and frequency domains, and design of compensation strategies to meet performance goals.

ENMT461 - Mechatronics and Controls Lab I

Basic instrumentation electronics including DC electronics, AC electronics, semiconductors, electro-optics and digital electronics. Sensing devices used to carry out experiments including metrology, machine tool measurements, bridge circuits, optical devices, and introduction to computer based data acquisition.

ENMT462 - Mechatronics and Controls Lab II

Design of mechanical motion transmission systems: gearing, couplings, belts and lead-screws; Sensing and measurement of mechanical motion, sensor selection; Electromechanical actuator selection and specification; PLCs and sequential controller design, digital I/O; Case studies.

ENMT483 - Mechatronic Systems I

Principles of mechatronic systems analysis and design. Performance analysis and optimization. Design of systems including avionics, power, propulsion, human factors, structures, actuators and mechanisms, and thermal control. Design processes and design synthesis. Individual student projects in mechatronic systems design.

ENMT484 - Mechatronic Systems II

Senior capstone design course in Mechatronics. Group preliminary design of a mechatronic system, including system and subsystem design, configuration control, costing, risk analysis, and programmatic development. Course also emphasizes written and oral engineering communications. Groups of students will complete, brief and report on a major design study to specific requirements.

ENMT471 - Advanced Manufacturing and Automation

Develop a comprehensive understanding of additive and subtractive manufacturing, including extrusion-based deposition, stereolithography, powder bed-based melting, inkjet-based deposition, and computer numerical controlled (CNC) machining operations, including milling and laser cutting. Cultivate a "design-for-advanced manufacturing" skill set for combining computer-aided design (CAD) and computer-aided manufacturing (CAM) methodologies to produce desired parts. Fabricate 3D mechanical objects using a variety of manufacturing technologies on campus. Execute a design project that demonstrates how advanced manufacturing technologies can overcome limitations of traditional manufacturing processes and the challenges of applying these processes at scale.

ENMT478 - Machine Learning in Mechatronics Engineering

Learn how to apply techniques from Artificial Intelligence and Machine Learning to solve engineering problems and design new products or systems. Design and build a personal or research project that demonstrates how computational learning algorithms can solve difficult tasks in areas you are interested

in. Master how to interpret and transfer state-of-the-art techniques from computer science to practical engineering situations and make smart implementation decisions.

ENMT474 - Hands on Autonomous Aerial Vehicles

Exposes the students to mathematical foundations of computer vision, planning and control for aerial robots. The goal is to train the students to develop real-time algorithms for the realization of autonomous aerial systems. The course is designed to balance theory with an application on hardware. The assignments will require a significant investment of time and energy. All projects will be carried using quadrotors in a group of students.

ENMT475 - Introduction to Robotics

Introduction to the kinematics, dynamics, and control of robot manipulators. DH parameters, serial and parallel manipulators, kinematic redundancy, sensors, actuators, and mechanism design. Control concepts introduced ranging from independent joint control to impedance control. Examples drawn from space robotics, wearable robotics, and other areas.

ENMT472 - UAV Flight Testing

Provides basic instruction to unmanned aircraft flight testing and demonstrates need for systematic, well-proven technique to allow for accurate performance measurements. Concepts of aerodynamics, airplane performance, and stability and control. Emphasis on small, general use quadrotor type aircraft.

ENMT473 - Motion Planning for Autonomous Systems

Autonomous systems (e.g., aircraft, vehicles, manipulators, and robots) must plan long-term movement that respects environmental constraints such as obstacles, other actors, and wind; system constraints such as kinematics, dynamics, and fuel; as well as factors such as time and safety. Robust autonomy also requires dealing with environmental changes, new information, and uncertainty. This course provides an overview of such problems and the methods used to solve them.

ENMT476 - Bio-Inspired Robotics

Successful realization of a flapping wing micro air vehicle (MAV) requires development of a light weight drive mechanism converting the rotary motion of the motor into flapping motion of the wings. Students will have an opportunity to develop and understand the physics and associated control algorithms enabling wings to change their position and speed instantaneously in order to perform maneuvers autonomously, such as controlled dives and loitering. Kinematics and dynamics principles essential to modeling the forces that control the flight maneuvers.

Tenured Faculty	
Akin, David	Associate Professor
Baeder, James	Professor
Bauchau, Olivier	Professor
Cadou, Christopher	Professor
Chopra, Inderjit	Distinguished Univ Professor
Datta, Anubhav	Associate Professor
Flatau, Alison	Prof & Assoc Chair
Jones, Anya	Associate Professor
Laurence, Stuart	Associate Professor
Lee, Sung	Professor
Martin Aguirre, Maria	Associate Professor
Paley, Derek	Professor
Sanner, Robert	Assoc Prof & Assoc Chair
Sedwick, Raymond	Professor
Wereley, Norman	Prof & Chair
Winkelmann, Allen	Associate Professor
Yu, Kenneth	Professor
Tenure Track Faculty	
Hartzell, Christine	Assistant Professor
Otte, Michael	Assistant Professor
Xu, Huan	Assistant Professor
Professional Track Faculty	
Becnel, Andrew	Senior Lecturer
Bowden, Mary	Visiting Asst Professor
Carignan, Craig	Lecturer
Castano, Lina	Asst Research Scientist
Wolek, Artur	Post-Doctoral Associate
Yeo, Derrick	Asst Research Scientist

DATE: February 19, 2020

TO: Norman Wereley
Department Chair, Aerospace Engineering

FROM: On behalf of the University of Maryland Libraries:
Sarah Over, Engineering Librarian
Maggie Saponaro, Director of Collection Development Strategies
Daniel Mack, Associate Dean, Collection Strategies & Services

RE: Library Collection Assessment

We are providing this assessment in response to a proposal by the Aerospace Engineering department within the Clark School of Engineering to create a Bachelor of Science in Mechatronics program. The Aerospace Department asked that we at the University of Maryland Libraries assess our collection resources to determine how well the Libraries support the curriculum of this proposed program.

Serial Publications

The University of Maryland Libraries currently subscribe to a large number of scholarly journals, with almost all in online format that focus on various areas in robotics, aerospace, and bioengineering, including those relevant to this proposed program in mechatronics such as autonomous systems. Those serials not available online can be requested via the article/chapter request form within Interlibrary Loan (ILL, <https://www.lib.umd.edu/access/ill>) so that faculty and students at Shady Grove can utilize these publications without traveling to College Park.

The Libraries subscribe to many of the top ranked journals that are listed in the categories of: Engineering – Aerospace, Engineering – Biomedical, Engineering – Mechanical, Mechanics, and Robotics in *Journal Citation Reports*. * These journals include the following, most of which are available online:

- Advances in Applied Mechanics (print only)
- AIAA Journal
- Autonomous Robots
- Annual Review of Biomedical Engineering
- Biotechnology Advances
- IEEE-ASME Transactions on Mechatronics
- Journal of Air Transportation
- Journal of Biomechanics
- Journal of Guidance, Control, and Dynamics
- Journal of the American Helicopter Society

- Nature Biotechnology
- Science Robotics
- Soft Robotics
- IEEE Publications[^] (including serials on robotics and autonomous systems)

Due to the interdisciplinary nature of this program, with applications in medical fields, there are highly-ranked journals such as Nature Biomedical Engineering to which the Libraries in College Park do not currently subscribe. However, articles in journals that we do not own will be available through Interlibrary Loan (more details given later in this document).

[^]There are a number of IEEE serials that are relevant to this proposed program, and can be accessed through the relevant database, as discussed below.

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

Databases

The Libraries' *Database Finder* (<http://www.lib.umd.edu/dbfinder>) resource offers online access to databases that provide indexing and access to scholarly journal articles and other information sources. Many of these databases cover subject areas that would be relevant to this proposed program, especially due to the variety of applications for mechatronics. Databases that would most be useful for this program include: *ACM Digital Library*, *AIAA Aerospace Research Central*, *ASME Digital Collection*, *ASTM Compass*, *IEEE Xplore*, *IEEE/Wiley eBooks*, and *Techstreet*. Some of the more interdisciplinary databases that would be relevant to this curriculum include: *Knovel*, *ScienceDirect*, *SIAM eBooks*, *SPIE eBook Collection*, *Springer eBooks*, and *Web of Science*. The Libraries also indexes free/open databases such as *PubMed* that this program can take advantage of for instruction and research.

In many and likely in most cases, these indexes offer full text copies of the relevant journal articles. In those instances that the journal articles are available only in print format, the Libraries can make copies available through Libraries' Interlibrary Loan service (<https://www.lib.umd.edu/access/ill-article-request>).

Monographs

The Libraries regularly acquire scholarly monographs in a variety of topics relevant to mechatronics. Monographs not already part of the collection can usually be added directly to the collection at Shady Grove upon request.

A search of the University of Maryland Libraries' WorldCat UMD catalog was conducted for monographs, using a variety of relevant subject terms. UMD owns thousands of titles relevant to this proposed program, including:

- Mechatronics – 811 items

- Robotics – 4865 items
- (Bio-inspired or “biologically inspired”) and (robotics or robots) – 174 items
- Autonomous aerial vehicles – 54 items
- Unmanned aerial vehicles – 197 items
- Machine learning – 2681 items

In addition, we own hundreds of monographs published within the last five years, insuring the program has access to relevant and recent holdings.

A further search revealed that the Libraries’ membership in the Big Ten Academic Alliance (BTAA) dramatically increases these holdings with an increase to 1526 results for “mechatronics” and 7803 results for “machine learning.” As with our own materials, students can request that chapters from these BTAA books if the books are not available electronically. Finally, monographs can be sent to Priddy Library for pickup, avoiding the need to travel to College Park, which may be inconvenient for students and faculty in this program.

Interlibrary Loan Services

Interlibrary Loan services (<https://www.lib.umd.edu/access/ill>) provide online delivery of bibliographic materials that otherwise would not be available online. As a result, these services are especially helpful for users at Shady Grove (or online courses). All Interlibrary Loan services are available free of charge for users.

The article/chapter request service scans and delivers journal articles and book chapters within three business days of the request—provided that the items are available in print on the UM Libraries' shelves or in microform. In the event that the requested article or chapter is not available on campus, the request will be automatically forwarded to the Interlibrary Loan service (ILL). Interlibrary Loan is a service that enables borrowers to obtain online articles and book chapters from materials not held in the University System of Maryland.

Additional Materials and Resources

In addition to serials, monographs and databases available through the University Libraries, students in the proposed program will have access to a wide range of media, datasets, software, and technology. Media in a variety of formats that can be utilized both on-site and via ELMS course media is available. GIS Datasets are available through the GIS Data Repository (<https://www.lib.umd.edu/gis/data-and-resources>) while statistical consulting and additional research support is available through the Research Commons (<http://www.lib.umd.edu/rc>) and technology support and services are available through the Terrapin Learning Commons (<http://www.lib.umd.edu/tlc>). Finally, this program can also use the patent and trademark consultation services, which are provided by our Patents & Trademarks librarian, James Miller (jmiller2@umd.edu).

Students can also access print textbooks required for their classes through Priddy Library’s Course Reserves program. This is a critical service due to the rising cost of textbooks.

The engineering subject specialist at Shady Grove, Amy Trost (atrost1@umd.edu, 301-738-6122), and the subject specialist librarian for engineering in College Park, Sarah Over (sover@umd.edu, 301-405-9142) will both serve as important resources to programs such as the one proposed. Through departmental partnerships, subject specialists actively develop innovative services and materials that support the University's evolving academic programs and changing research interests. Subject specialists provide one-on-one research assistance online, in-person, or via the phone. They also provide information literacy instruction and can provide answers to questions regarding publishing, copyright and preserving digital works.

Other Research Collections

Because of the University's unique physical location near Washington D.C., Baltimore and Annapolis, students and faculty have access to some of the finest libraries, archives and research centers in the country vitally important for researchers in this discipline. These include the Library of Congress, the National Archives, the Smithsonian, and more.

Conclusion

With our substantial journals holdings and databases, as well as additional support services and resources, the University of Maryland Libraries have the resources to support teaching and learning in mechatronics. These materials are supplemented by a strong monograph collection and additional holdings through the Big Ten Academic Alliance. Additionally, the Libraries' Interlibrary Loan services make materials that otherwise would not be available online, accessible to remote users not physically located in College Park. As a result, our assessment is that the University of Maryland Libraries are able to meet the curricular and research needs of the proposed Bachelor of Science in Mechatronics program to be offered at the Universities at Shady Grove.

Mechatronics Assessment Plan

The Mechatronics program at Universities at Shady Grove will follow the assessment strategy detailed herein to ensure that the articulated student learning outcomes are met and ABET accreditation can be pursued. The student learning outcomes (SLO) are aligned with the assessments in accordance with ABET requirements. The distinct SLOs are:

1. Ability to apply knowledge of mathematics
2. Ability to apply knowledge of basic science (chemistry, physics)
3. Ability to apply knowledge of engineering principles
4. Ability to use computers to solve engineering problems
5. Ability to identify, formulate, and solve engineering problems
6. Ability to design and conduct experiments
7. Ability to analyze and interpret data
8. Ability to design a component, system, or process to meet desired needs under realistic constraints
9. Ability to use the techniques, skills, and tools of modern engineering practice
10. Ability to write effectively
11. Ability to speak effectively
12. Ability to function effectively as part of a multidisciplinary team
13. Understanding of professional and ethical responsibility
14. Knowledge of contemporary issues in engineering
15. Understanding of the impact of engineering solutions in a global, economic, societal, and environmental context
16. Awareness of the need to continually upgrade my technical knowledge base and skills

Assessment of these SLOs will be performed each year by the course instructor and submitted to the Aerospace Engineering Undergraduate Affairs Committee. The committee will provide recommendations for modifications to the instructors every three years, twice per ABET cycle. A template to track assessments, based on the same process currently utilized by the Aerospace Engineering program at UMCP, is shown below.

*****Begin Student Learning Outcome Template*****

Aerospace ABET Direct Assessment Form

1. **Course Title:**
2. **In the first column, please rate the relevance of each learning outcome in your course using the 0-4 rating scale described below (following the table, at the top of the next page).**
3. **For each outcome rated 3 or 4 in the first column, give a numerical quantification of the *demonstrated ability* of your students during the semester. This quantification should be based on a representative subset of the assessments which covered the outcome during the semester. Please normalize your rating to the same 0-4 scale used in the first column. If you curve the individual or final grades in your course, please reflect such adjustments in the ratings you give.**

4. Finally, please provide on the second page a list of the specific assessments (e.g. Q4 on PS2, etc) from your class that you used as the basis for each rating you give in the second column.

Outcome Evaluation	Relevance	
1. Ability to apply knowledge of mathematics		
2. Ability to apply knowledge of basic science (chemistry, physics)		
3. Ability to apply knowledge of engineering principles		
4. Ability to use computers to solve engineering problems		
5. Ability to identify, formulate, and solve engineering problems		
6. Ability to design and conduct experiments		
7. Ability to analyze and interpret data		
8. Ability to design a component, system, or process to meet desired needs under realistic constraints		
9. Ability to use the techniques, skills, and tools of modern engineering practice		
10. Ability to write effectively		
11. Ability to speak effectively		
12. Ability to function effectively as part of a multidisciplinary team		
13. Understanding of professional and ethical responsibility		
14. Knowledge of contemporary issues in engineering		
15. Understanding of the impact of engineering solutions in a global, economic, societal, and environmental context		
16. Awareness of the need to continually upgrade my technical knowledge base and skills		

Rating scale for first column:

- 0 = no coverage of this outcome in the course
- 1 = material related to the outcome is mentioned briefly in the course, but is not assessed
- 2 = material related to the outcome is discussed in the course, but not significantly assessed.
- 3 = important supporting skills, reinforced during the course**
- 4 = course content is designed to directly address this outcome**

Every course should have at least one, and possibly several, outcomes rated at level 4 in the first column.

Student skill in outcomes rated 3 or 4 in the first column should be frequently assessed by the course homework, examinations, laboratories, and final projects. These assessments should be used as the basis for the ratings given in column 2.

Basis for column 2 ratings (give a list of assessments used for each rating given; use additional pages as needed):

*****End Student Learning Outcome Template*****

In addition to yearly course assessments provided instructors, students will complete a senior exit survey prior to graduate each year. The results from these exit surveys will be reviewed by the Undergraduate Studies Committee and suggested improvements to the curriculum will be collected to the Mechatronics program Faculty Director.

TABLE 1: RESOURCES

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue (c+g below)	\$116,800	\$360,912	\$495,652	\$638,153	\$788,757
a. #FT Students	10	30	40	50	60
b. Annual Tuition/Fee Rate	\$11,680	\$12,030	\$12,391	\$12,763	\$13,146
c. Annual FT Revenue (a x b)	\$116,800	\$360,912	\$495,652	\$638,153	\$788,757
d. # PT Students	0	0	0	0	0
e. Credit Hour Rate	\$485.00	\$499.55	\$514.54	\$529.97	\$545.87
f. Annual Credit Hours	16	16	16	16	16
g. Total Part Time Revenue (d x e x f)	\$ -	\$ -	\$ -	\$ -	\$ -
3. Grants, Contracts, & Other External Sources	\$ -	\$ -	\$ -	\$ -	\$ -
4. Other Sources	\$ 900,000	\$ 900,000	\$ 900,000	\$ 900,000	\$ 900,000
TOTAL (Add 1 - 4)	\$1,016,800	\$1,260,912	\$1,395,652	\$1,538,153	\$1,688,757

Undergraduate

AY20-21

resident tuition

non-resident tuition

diff'l addition (BMGT, ENGR, CS)

Full time

Part Time

Full time

Part time

annual

per credit hour

inflation

% in-state

\$ 8,824.00

\$ 367.00

1.03

1.00

1.00

\$34,936.00

\$ 1,456.00

0.00

0.00

\$ 2,856.00

\$ 118.00

standard FT/PT/in/out

0.80

0.90

Graduate

FY20

resident

non-resident

Change rows 2 and 12, depending on whether this is a graduate or undergraduate program.

annual

per credit hour

\$17,544.00

\$ 731.00

\$39,000.00

\$ 1,625.00

TABLE 2: EXPENDITURES

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5	Year 0
1. Full time Faculty (b+c below)	\$478,800	\$657,552	\$677,279	\$871,996	\$898,156	\$145,586
a. #FTE	3.0	4.0	4.0	5.0	5.0	1.0
b. Total Salary	\$360,000	\$494,400	\$509,232	\$655,636	\$675,305	\$112,596
c. Total Benefits	\$118,800	\$163,152	\$168,047	\$216,360	\$222,851	\$32,990
2. Part time Faculty (b+c below)	\$14,000	\$28,000	\$70,000	\$70,000	\$70,000	\$132,289
a. #FTE	0.2	0.4	1.0	1.0	1.0	0.9
b. Total Salary	\$14,000	\$28,000	\$70,000	\$70,000	\$70,000	\$102,312
c. Total Benefits	\$0	\$0	\$0	\$0	\$0	\$29,977
3. Admin. Staff (b+c below)	\$186,200	\$191,786	\$246,924	\$254,332	\$261,962	\$136,794
a. #FTE	2.0	2.0	2.5	2.5	2.5	1.0
b. Total Salary	\$140,000	\$144,200	\$185,658	\$191,227	\$196,964	\$101,030
c. Total Benefits	\$46,200	\$47,586	\$61,267	\$63,105	\$64,998	\$35,764
4. Technical Support staff (b+c below)	\$53,200	\$54,796	\$56,440	\$58,133	\$59,877	\$69,671
a. #FTE	0.5	0.5	0.5	0.5	0.5	0.3
b. Total Salary	\$40,000	\$41,200	\$42,436	\$43,709	\$45,020	\$53,883
c. Total Benefits	\$13,200	\$13,596	\$14,004	\$14,424	\$14,857	\$15,788
5. Graduate Assistants (b+c+d below)	\$44,144	\$89,341	\$90,425	\$91,542	\$92,692	\$115,660
a. #FTE	1.0	2.0	2.0	2.0	2.0	2.0
b. Stipend	\$20,000	\$40,000	\$40,000	\$40,000	\$40,000	\$69,525
c. Tuition Remission	\$17,544	\$36,141	\$37,225	\$38,342	\$39,492	\$36,141
d. benefits	\$6,600	\$13,200	\$13,200	\$13,200	\$13,200	\$46,135
6. Equipment	\$50,000	\$25,000	\$25,000	\$25,000	\$25,000	\$300,000
7. Library	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$0
8. New or Renovated Space	\$0	\$0	\$0	\$0	\$0	\$0
9. Marketing/Advertising	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
10. Other Expenses: Operational Expenses	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$0
11. Office Space Rental	\$10,500	\$10,815	\$11,139	\$11,474	\$11,818	\$0
12. Classroom Rental	\$0	\$9,000	\$9,270	\$9,548	\$9,835	\$0
13. Student Services Support (OES)	\$11,680	\$36,091	\$49,565	\$63,815	\$78,876	\$0
TOTAL (Add 1 - 13)	\$913,524	\$1,167,381	\$1,301,042	\$1,520,840	\$1,573,215	\$910,000
resources - expenditures	\$103,276	\$93,531	\$94,610	\$17,313	\$115,541	(\$910,000)

These budget estimates are resources and expenditures to the University overall, and not to the program or unit. Do not include revenue-sharing agreements between units, between unit and college, or with the university (e.g., for entrepreneurial programs) as an expenditure.

benefits 0.33
inflation 1.03

**Establish a Master of Extension Education (PCC 20042)****PRESENTED BY** Valerie Orlando, Chair, Senate Programs, Curricula, and Courses Committee**REVIEW DATES** SEC – November 18, 2020 | SENATE – December 8, 2020**VOTING METHOD** In a single vote**RELEVANT
POLICY/DOCUMENT** N/A**NECESSARY
APPROVALS** Senate, President, University System of Maryland Board of Regents, and
Maryland Higher Education Commission**ISSUE**

The Department of Plant Science and Landscape Architecture (PSLA), within the College of Agriculture and Natural Resources (AGNR), proposes to establish a Master of Extension Education. The proposed program builds on the tradition of Extension programming offered to communities by land-grant institutions such as the University of Maryland (UMD), which offers Extension programming in a variety of areas including agriculture, youth development through 4-H, food and nutrition, health and wellness, home gardening, the environment, personal finance, and other topics. Extension education encompasses the broad process of using non-formal education skills to detect societal challenges, examine solution options, and develop action plans with individuals and communities toward a goal for improved quality of life. The focus on intertwined academics, applied research, and engagement with diverse communities provides a multidimensional problem solving learning environment for students. This program will allow individuals who need the academic credentials to seek employment or advancement in university Extension jobs to acquire this training from UMD rather than other universities. Graduates with Extension education training are prepared for dynamic careers in secondary and post-secondary education, non-profits, government, and leadership roles in enterprise.

In recent years, PSLA and AGNR have been engaged in revitalizing agricultural education on campus. During the efforts to re-establish the undergraduate agriculture education program, there was consistent feedback from stakeholders about the need for coursework directed toward Extension education as well as the development of an advanced degree for individuals in Extension education. As such, the coursework for the program reflects foundational knowledge and skills in combination with current educational research.

The program requires 30 credits, including 12 credits of core courses that reflect the essential elements of knowledge and skill development for Extension education:

- AGNR606 Program Planning and Evaluation in Agricultural Education (3 Credits)
- AGNR630 Teaching-Learning in Adult and Continuing Education (3 Credits)
- AGST605 Extension Research Methods with Applied Data Analysis (3 Credits)
- AGST640 Critically Examine Maryland Agriculture, Agricultural Industry and Agricultural Literacy (3 Credits)

Students will then work with a faculty advisor to identify and enroll in 12-18 credits of elective areas that may include biometrics, animal science, agricultural and resource economics, environmental science and technology, entomology, landscape architecture, nutrition and food science, and plant sciences. These elective courses already exist and are offered to students within those particular graduate programs. Students will choose either the 6-credit thesis option or a non-thesis option of 6 additional credits of electives and a scholarly paper.

This proposal was approved by the Senate Programs, Curricula, and Courses committee on November 6, 2020. The Graduate PCC committee reviewed and approved the proposal on October 30, 2020.

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 November 6, 2020. Melissa Leiden Welsh, John Erwin, and Bill Phillips, from the Department of Plant Science and Landscape Architecture, and Joe Sullivan, from the College of Agriculture and Natural Resources, presented the proposal and answered questions from the committee. The proposal was 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 build on its existing agricultural education activities and resources to address a current need in professional Extension training.

FINANCIAL IMPLICATIONS

No additional funding is sought for this program. Most of the courses for the program are already offered through other programs. The administrative infrastructure also exists within PLSA. Remaining resources will be provided by AGNR.

727: MASTER OF EXTENSION EDUCATION

In Workflow

1. D-PLSC PCC Chair (mcarroll@umd.edu)
2. D-PLSC Chair (jerwin@umd.edu)
3. AGNR Curriculum Manager (ecooper@umd.edu; tgallman@umd.edu)
4. AGNR PCC Chair (jsull@umd.edu; mcarroll@umd.edu)
5. AGNR Dean (jsull@umd.edu)
6. Academic Affairs Curriculum Manager (mcolson@umd.edu)
7. Graduate School Curriculum Manager (aambrosi@umd.edu)
8. Graduate PCC Chair (aambrosi@umd.edu)
9. Dean of the Graduate School (sfetter@umd.edu; aambrosi@umd.edu)
10. Senate PCC Chair (mcolson@umd.edu; vorlando@umd.edu)
11. University Senate Chair (mcolson@umd.edu)
12. President (mcolson@umd.edu)
13. Board of Regents (mcolson@umd.edu)
14. MHEC (mcolson@umd.edu)
15. Provost Office (mcolson@umd.edu)
16. Graduate Catalog Manager (aambrosi@umd.edu)

Approval Path

1. Fri, 25 Sep 2020 19:46:26 GMT
Mark Carroll (mcarroll): Approved for D-PLSC PCC Chair
2. Tue, 29 Sep 2020 18:37:58 GMT
John Erwin (jerwin): Approved for D-PLSC Chair
3. Wed, 30 Sep 2020 13:28:57 GMT
Tyra Monnity (tgallman): Approved for AGNR Curriculum Manager
4. Fri, 02 Oct 2020 19:17:46 GMT
Mark Carroll (mcarroll): Approved for AGNR PCC Chair
5. Fri, 02 Oct 2020 19:19:01 GMT
Joseph Sullivan (jsull): Approved for AGNR Dean
6. Wed, 21 Oct 2020 20:42:41 GMT
Michael Colson (mcolson): Approved for Academic Affairs Curriculum Manager
7. Sun, 01 Nov 2020 14:40:45 GMT
Angela Ambrosi (aambrosi): Approved for Graduate School Curriculum Manager
8. Sun, 01 Nov 2020 14:48:05 GMT
Angela Ambrosi (aambrosi): Approved for Graduate PCC Chair
9. Mon, 02 Nov 2020 15:49:42 GMT
Steve Fetter (sfetter): Approved for Dean of the Graduate School
10. Fri, 06 Nov 2020 15:25:28 GMT
Valerie Orlando (vorlando): Approved for Senate PCC Chair

New Program Proposal

Date Submitted: Fri, 25 Sep 2020 16:57:57 GMT

Viewing: 727 : Master of Extension Education

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Changes proposed by: Melissa Welsh (drmwelsh)

Program Name

Master of Extension Education

Program Status

Proposed

Effective Term

Fall 2021

Catalog Year

2021-2022

Program Level

Graduate Program

Program Type

Master's

Delivery Method

On Campus

Departments**Department**

Plant Science & Landscape Architecture

Colleges**College**

Agriculture and Natural Resources

Degree(s) Awarded**Degree Awarded**

Other

If other, new degree award:

Master of Extension Education

Proposal Contact

Melissa Leiden Welsh

Proposal Summary

This proposal seeks to establish a Master of Extension Education for the College of Agriculture and Natural Resources, administered by the faculty within the Department of Plant Science and Landscape Architecture. The College is seeking to revitalize a previously retired graduate degree in Extension Education in response to professional development needs within an advanced social science based degree and the demand for skilled educators in agricultural literacy in the region.

(PCC Log Number 20042)

Program and Catalog Information

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

The Master of Extension Education features a multi-disciplinary program with core courses focused on principles of Extension in needs assessment, program development, evaluation, and social science research methodology as well as a suite of supportive elective courses in a variety of Extension specialty areas. Graduates with Extension education experiences are prepared for dynamic careers in secondary and post-secondary education, non-profits, government, and leadership roles in enterprise.

Catalog Program Requirements:

Core Courses (12 credits)

Course	Title	Credits
AGNR606	Program Planning and Evaluation in Agricultural Education	3
AGNR630	Teaching-Learning in Adult and Continuing Education	3
AGST605	Course AGST605 Not Found (Extension Research Methods with Applied Data Analysis)	3
AGST640	Course AGST640 Not Found (Critically Examine Maryland Agriculture, Agricultural Industry and Agricultural Literacy)	3

Elective Options (12-18 credits)

Students will work with a faculty advisor to identify and enroll in a set of elective courses that align with their career focused learning outcomes. The following is a sample of courses. Students may seek permission from the program to enroll in courses not included on this list.

Course	Title	Credits
BIOM601	Biostatistics I	4
BIOM602	Biostatistics II	4
BIOM603	Biostatistics III	4
BIOM621	Applied Multivariate Statistics	3
ANSC417	Regulatory Issues in Animal Care and Management	3
ANSC436	Animal Health Policy and Communication	3
ANSC437	Animal Biotechnology	3
ANSC440	Zoonotic Diseases and Control	3
ANSC450	Animal Breeding Plans	3
ANSC455	Applied Animal Behavior	3
Course	Title	Credits
AREC405	Economics of Production	3
AREC422	Econometric Analysis in Agricultural and Environmental Economics	3
AREC426	Economic Methods and Food Consumption Policy	3
AREC427	Commodity Pricing and Markets	3
AREC430	Introduction to Agricultural and Resource Law	3
AREC433	Food and Agricultural Policy	3
AREC445	Agricultural Development, Population Growth and the Environment	3
AREC453	Natural Resources and Public Policy	3
AREC455	Economics of Land Use	3
Course	Title	Credits
ENST403	Invasive Species Ecology	3
ENST405	Energy and Environment	3
ENST411	Principles of Soil Fertility	3
ENST414	Soil Morphology, Genesis and Classification	4
ENST415	Renewable Energy	3
ENST417	Soil Physics and Hydrology	3
ENST421	Soil Chemistry	4
ENST422	Soil Microbial Ecology	3
ENST423	Soil-Water Pollution	3
ENST430	Wetland Soils	3
ENST432	Environmental Microbiology	3
ENST436	Emerging Environmental Threats	3
ENST441	Sustainable Agriculture	3
ENST450	Wetland Ecology	3
ENST452	Wetland Restoration	3
ENST460	Principles of Wildlife Management	3
ENST603	Advanced Invasive Species Ecology	3
ENST462	Field Techniques in Wildlife Management	3
ENST605	Energy and Environment	3
ENST611	Advanced Principles of Soil Fertility	3
ENST622	Advanced Soil Microbial Ecology	3
ENST630	Advanced Wetland Soils	3
Course	Title	Credits
ENTM609	Integrated Pest Management	1-4
ENTM735	Sustainability	3

Course	Title	Credits
LARC452	Green Infrastructure and Community Greening	3
LARC461	People and the Environment	3
LARC620	Graphic Tools for Landscape Representation	3
LARC663	Landscape and Garden History	3

Course	Title	Credits
NFSC425	International Nutrition	3
NFSC430	Food Microbiology	3
NFSC431	Food Quality Control	4
NFSC 435 FOOD SAFETY SYSTEM	Course NFSC 435 FOOD SAFETY SYSTEM Not Found	3
NFSC440	Advanced Human Nutrition	4
NFSC470	Community Nutrition	3
NFSC605	Food-Related Behavior of the Individual	3
NFSC620	Diet and Cancer Prevention	3
NFSC675	Nutritional Epidemiology	3
NFSC690	Nutrition and Aging	3
NFSC735	Food Toxicology	3
NFSC679	Selected Topics in Food Science	1-6

Course	Title	Credits
PLSC407	Advanced Crop Science	3
PLSC433	Technology of Fruit and Vegetable Production	4
PLSC452	Environmental Horticulture	3
PLSC453	Weed Science	3
PLSC461	Cultural Management of Nursery and Greenhouse Systems: Substrates	1
PLSC462	Cultural Management of Nursery and Greenhouse Systems; Irrigation	1
PLSC464	Cultural Management of Nursery and Greenhouse Systems: Nutrients	1
PLSC685	Advanced Plant Ecophysiology	3

Research /Creative Product (variable 1-6 credits)

Students will work with a faculty advisor to outline a thesis research project or professional creative research product (for example: new curricula/ program)

Course	Title	Credits
AGST799	Course AGST799 Not Found (Master's Thesis Research)	1-6

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. For undergraduate programs, this should be the four-year plan.

Sample plan is for a student interested in focusing on Food systems and Agriculture Extension career while employed in a full-time job.

First Year

Semester 1	Credits
NFSC690	3
NFSC440	4
	7

Total Credits 7

First Year

Semester 2	Credits
NFSC430	3
ENTM609	1-4
AGST640 (Critically Examine Maryland Agriculture, Agricultural Industry and Agricultural Literacy)	3

7-10

Total Credits 7-10

Second Year

First Semester	Credits
AGNR630	3
AGNR606 (Winter session)	2-3
AGST605 (Extension Research Methods with Applied Data Analysis)	3
<hr/>	
Total Credits 8-9	8-9

Second Year

Semester 2	Credits
AGST799 (Master's Thesis Research)	6
<hr/>	
Total Credits 6	6

Total Credits 6

Total of 30 credits- non thesis option

List the intended student learning outcomes. In an attachment, provide the plan for assessing these outcomes.

Learning Outcomes

Demonstrate the selection and application of educational theories to support observed practices in Extension Education.

Hone leadership and relationship building skills while designing needs assessments for research and outreach education

Organize and present research findings to add to the body of knowledge as well participating in Extension outreach

Make use of advanced knowledge and skills to identify and problem solve current issues facing urban and rural communities

Recognize opportunities to differentiate outreach efforts with diverse audiences

New Program Information**Mission and Purpose**

Describe the program and explain how it fits the institutional mission statement and planning priorities.

The proposed Master of Extension Education embodies the historic founding principles of the Land Grant Agriculture and Natural Resources College within the University of Maryland. The focus on intertwined academics, applied research, and engagement with diverse communities provides a multidimensional problem solving learning environment for students. This program mirrors the University's mission and vision through the intent to expand an individual's knowledge while building life science and social science research skills coupled with enabling their teaching skills through outreach or more commonly known as non-formal facilitation. The interdisciplinary focus of this program has been designed to equip students with opportunities to examine, develop, and analyze educational projects in collaboration with their career focus such that authentic and impactful experiences prepare the students to communicate community-based research with various populations.

Extension education encompasses the broad process of using non-formal education skills to detect societal challenges, examine solution options, and develop action plans with individuals and communities toward a goal for improved quality of life. Maryland's diversity of people, land, and occupations provide an expansive opportunity for study across various dimensions of research and outreach education. Graduates with Extension education experiences are prepared for dynamic careers in secondary and post-secondary education, non-profits, government, and leadership roles in enterprise.

Program Characteristics

What are the educational objectives of the program?

In response to dynamic societal behavior change, the Master of Extension Education program reflects educational objectives in critical thinking, leadership, and relationship building. Students would engage in examining and demonstrating multiple modes of educational delivery methods. Courses would enhance students' selection and application of quantitative and qualitative data collection skills within authentic learning experiences. The program of study would prepare students for the process of conducting needs assessment with recognition of cultural, emotional, and social sensitivity among varying communities while encouraging rigorous scientific practices to develop practical solutions to identified problems. Please refer to the table with an outline of specific program objectives as they relate to student learning outcomes and assessments.

1. Examine educational psychology concepts as applied within the field of Extension education
2. Utilize critical thinking and communication skills to engage with stakeholders
3. Develop scientific literacy through independently assessing, interpreting, and summarizing scholarly works
4. Expand academic and technical knowledge through authentic and active learning experiences
5. Increase student's awareness of navigating programming with local, state, national and global systems

Describe any selective admissions policy or special criteria for students interested in this program.

Applicants would be required to meet the minimum admissions criteria as established by the University's Graduate school.

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.).

In the mid-nineteen nineties the Agricultural and Extension Education programs at the University of Maryland were closed due to a variety of reasons. The outreach of the University continued with the Extension programming within the College of Agricultural and Natural Resources as is custom with Land Grant Universities. Individuals needing the academic credentials to seek employment within university Extension jobs would acquire their training at other universities or specialize in a content field and then utilize professional development options within early career work to understand Extension principles. During the efforts to re-establish the undergraduate Agriculture Education program there was consistent feedback from stakeholders about the need for coursework directed toward Extension education as well as development of an advanced degree for individuals seeking to advance their careers in addition to expanding their knowledge and skills. As such coursework within the proposal reflects the foundational knowledge and skills in combination with current educational research recommended to advance the field of study. An informal review of similar degrees and courses at land grant universities across the country provided additional support and direction for course development. Similarly, communications with peers conducting Extension education programs at other Land Grant colleges provided cues for program flow and concerns not yet reflected in published program evaluation research articles. The core courses in this proposal reflect the essential elements of knowledge and skill development for advancement in Extension jobs and related occupations. A total of 12 credits in the core courses is required. The suite of elective courses provides the opportunity for students to create their personalized dynamic degree for the wide range of specialty content areas now reflected in the Extension system. The total credits for elective courses may vary due to the students' option to complete a thesis or non-thesis project. The total minimum credits required in this graduate degree aligns with the UMD graduate total of 30.

Select the academic calendar type for this program (calendar types with dates can be found on the Academic Calendar (<https://www.provost.umd.edu/calendar/>) page)

Traditional Semester

For Master's degree programs, describe the thesis requirement and/or the non-thesis requirement.

Thesis Option:

For the thesis option, 6 credit hours must be in AGST 799, "Master's Thesis Research." The thesis should be completed towards the end of the student's coursework. The thesis must be approved by the Thesis Examining Committee, which consists of three members of the graduate faculty. The chair of the committee should be the student's thesis advisor.

Non-Thesis Option:

For the non-thesis option, a minimum of 6 credit hours must be from courses numbered 600 and above. Instead of a thesis, students should submit one professional article in publication ready format or present an individually created research based creative component (curricula, professional training design, learning media product, etc.) to the Non-Thesis Review Committee, which consists of three members of the graduate faculty. The chair of the committee should be the student's advisor.

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

It is of great importance to recruit and retain a diverse student population for this program is intending to prepare graduates to work with diverse populations across various ecological systems. The program would encourage students to join supportive student groups such as AGNR's MANRRS: Minorities in Agriculture Natural Resources and Related Sciences. MANRRS promotes academic and professional advancement by empowering minorities in agriculture, natural resources, and related sciences. The program leadership is aware of the changing demographics in agriculture and will work to mentor students with intentional supplemental programming.

Relationship to Other Units or Institutions

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, attach supporting correspondence.

The elective courses for the degree program will initially derive from options offered within the College of Agriculture and Natural Resources departments. Students may also seek out advanced courses in statistics and/or social science courses in the College of Education. Departments within the College of Agriculture and Natural Resources are in the process of designing new courses specific to the mission and purpose of the Master of Extension Education program.

Accreditation and Licensure. Will the 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.

No accreditation or special licensure.

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

The program will also utilize the opportunity for students to fulfill elective options with courses approved through the D.C. Consortium Enrollment. Students would need to get prior approval by their advisor and the department chair for all requested courses for their plan of study. See the following page for details on the Consortium: <http://registrar.umd.edu/current/registration/consortium.html>

Faculty and Organization

Who will provide academic direction and oversight for the program? In an attachment, please indicate the faculty involved in the program. Include their titles, credentials, and courses they may teach for the program.

The Department of Plant Science and Landscape Architecture will provide academic direction and oversight of the program as well as instructors for the 4 core courses. Faculty in the College of Agriculture and Natural Resources will provide instruction for a majority of elective courses in the program. See additional faculty and their roles in the appendix.

Indicate who will provide the administrative coordination for the program

The Department of Plant Science and Landscape Architecture will provide administrative coordination of the program with leadership provided by a selected faculty director, an academic advisor and an administrative assistant.

Resource Needs and Sources

Each new program is required to have a library assessment prepared by the University Libraries in order to determine any new library resources that may be required. This assessment must be done by the University Libraries. Add as an attachment.

Library Collection Assessment

On behalf of the University of Maryland Libraries:

Stephanie Ritchie, Agriculture and Natural Resources Librarian
Maggie Saponaro, Director of Collection Development Strategies
Daniel Mack, Associate Dean, Collection Strategies & Services

We are providing this assessment in response to a proposal by the Agricultural and Extension Education Program in the Department of Plant Science and Landscape Architecture in the College of Agriculture and Natural Resources to create a Master of Extension Education degree. The Agricultural and Extension Education Program asked that we at the University of Maryland Libraries assess our collection resources to determine how well the Libraries support the curriculum of this proposed program.

Serial Publications

Since this is proposed as a hybrid online/interdepartmental program with the four core courses being delivered online, it is likely that course assignments will rely heavily upon online journals. The University of Maryland Libraries currently subscribe to many scholarly journals—almost all in online format—that focus on education and agriculture.

The Libraries subscribe to many of the top ranked journals that are listed in the Education, Scientific Disciplines and Education and Educational Research categories in the Science/Social Sciences Edition of Journal Citation Reports*. Some of the journals in these categories are focused on education in medical and other technical specialties, or very generally cover education, thus are not listed. Additionally, some the titles included are professional or trade publications. A sample of these journals include the following, all of which are available online:

- Journal of Agricultural Education
- North American Colleges and Teachers of Agriculture (NACTA) Journal
- Advances in Physiology Education
- Anatomical Sciences Education
- CBE Life Sciences Education
- Environmental Education Research
- IEEE Transactions on Education
- International Journal of Science Education
- Journal of Experimental Education
- Journal of Nutrition Education and Behavior
- Journal of Research in Science Teaching
- Journal of Science Education & Technology
- Journal of Science Teacher Education
- Journal of STEM Teacher Education
- Journal of Teacher Education
- Journal of Teacher Education for Sustainability
- Journal of Environmental Education
- Research in Science Education
- Science Education
- Teaching and Teacher Education
- Agricultural Education Magazine

Articles in journals that we do not own will likely be available through Interlibrary Loan/Document Delivery.

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

Databases

The Libraries' Database Finder (<http://www.lib.umd.edu/dbfinder>) resource offers online access to databases that provide indexing and access to scholarly journal articles and other information sources. Many of these databases cover subject areas that would be relevant to this proposed program. Databases that would be useful in the field of agricultural education are ERIC, Web of Science, AGRICOLA, and Education Source. Some

of the other subject databases that would be relevant to this curriculum are listed in Database Finder under the Education subject (<https://www.lib.umd.edu/dbfinder/list/facet/Subject/Education>) and Agriculture subject (<https://www.lib.umd.edu/dbfinder/list/facet/Subject/Agriculture>). In some cases, these databases offer full text copies of the relevant journal articles or facilitate links to electronic content from the Libraries. In those instances in which the content is available only in print format, the Libraries can make copies available to faculty and students through either the Libraries' Interlibrary Loan service (See Interlibrary Loan Services below).

Monographs

The Libraries regularly acquire scholarly monographs in education, agriculture and allied subject disciplines. Monographs not already part of the collection can usually be added upon request.

Even though most library research for this course/program likely will rely upon online journal articles, students may wish to supplement this research with monographs. Fortunately, more and more monographs are available as e-books. Even in instances when the books are only available in print, students will be able to request specific chapters for online delivery through the Interlibrary Loan program (See Interlibrary Loan Services below). A search of the University of Maryland Libraries' WorldCat UMD catalog was conducted, using a variety of relevant subject terms. This investigation yielded sizable lists of citations of books that we own. A further search revealed that the Libraries' membership in the Big Ten Academic Alliance (BTAA) dramatically increases these holdings and citations. As with our own materials, students can request that chapters be copied from these BTAA books if the books are not available electronically. A list sample result numbers and subject terms searched is included below.

(Subject: Educat*) AND (Subject: Science OR Subject: Agricultur*) = 4,913 UMD | 15,222 BTAA

Subject: Science AND Subject: "Study and teaching" = 3,841 UMD | 12,582 BTAA

Subject: Agricultur* AND Subject: "Study and teaching" = 204 UMD | 1,754 BTAA

Subject: Agricultural education = 373 UMD | 3,373 BTAA

Subject: Agricultural extension work = 223 UMD | 2,134 BTAA

Subject: "Science Education" = 78 UMD | 266 BTAA

Subject: Agriculture, Vocational guidance = 49 UMD | 415 BTAA

* The asterisk symbol indicates that the search results should include all suffixes/variations of a word.

Government Documents

The University of Maryland Libraries are part of the Federal Depository Library Program (FDLP), meaning this library is a Congressionally designated depository for U.S. Government documents. Our government documents collection contains legislative hearings, Congressional reports, federal regulations, census records, statistical reports, court decisions, agency publications, and more.

The U.S. Department of Agriculture and advisory organizations publish guidance on agricultural extension and education activities. Congressional hearings and legislation often cover agricultural educations, especially in Farm Bill texts. Additionally, publications and data from the U.S. Department of Education are also included in the government documents collection.

Interlibrary Loan Services

Interlibrary Loan services (<https://www.lib.umd.edu/access/ill>) provide online delivery of bibliographic materials that otherwise would not be available online. As a result, students engaged in online courses may find these services to be helpful. Interlibrary Loan services are available free of charge.

The article/chapter request service scans and delivers journal articles and book chapters within three business days of the request--provided that the items are available in print on the UM Libraries' shelves or in microform. In the event that the requested article or chapter is not available on campus, the request will be automatically forwarded to the Interlibrary Loan service (ILL). Interlibrary Loan is a service that enables borrowers to obtain online articles and book chapters from materials not held in the University System of Maryland.

Additional Materials and Resources

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

The subject specialist librarians for agriculture and education, Stephanie Ritchie (Agriculture and Natural Resources Librarian) and Tahira Akbar-Williams (Education and African American Studies Librarian) also serve as an important resource to programs such as the one proposed. Through departmental partnerships, subject specialists actively develop innovative services and materials that support the University's evolving academic programs and changing research interests. Subject specialists provide one-on-one research assistance online, in-person, or via the phone. They also provide information literacy instruction and can provide answers to questions regarding publishing, copyright and preserving digital works.

Other Research Collections

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

Conclusion

With our substantial journals holdings and index databases, as well as additional support services and resources, the University of Maryland Libraries have resources to support teaching and learning in agricultural education. These materials are supplemented by a strong monograph collection. Additionally, the Libraries Scan & Deliver and Interlibrary Loan services make materials that otherwise would not be available online, accessible to remote users in online courses. As a result, our assessment is that the University of Maryland Libraries are able to meet the curricular and research needs of the proposed Master of Extension Education.

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

In summer of 2019, the classroom 2137 in the Plant Sciences Building was renovated for distance learning capability. The room currently has capacity for 24 students with computers arranged in 6 pods with 4 computers at each pod. No additional facility supplies are being requested at this time.

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.

At this time, CoVID restrictions prohibit new hires funded on state dollars. However it is important to acknowledge, the College has had a long standing multi-year commitment to the establishment of the new MEE program. That commitment includes the hiring of an additional faculty member as soon as possible.

A current faculty member in Plant Science and Landscape Architecture and an additional new hire to the College of Agricultural and Natural Resources would facilitate the 4 core courses. These courses are being designed to be offered online. By offering these core courses during not only Fall & Spring semesters, but also during the winter or summer sessions, the department anticipates additional revenue. Respondents to the survey indicated a desire to participate in online and many preferred a winter or summer session of study.

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

A current faculty member and administrative assistant with responsibilities for Agricultural and Extension Education in the Plant Science and Landscape Architecture Department are funded through the College of Agricultural and Natural Resources.

Use the Maryland Higher Education Commission (MHEC) commission financial tables to describe the program's financial plan for the next five years. See help bubble for financial table template. Use space below for any additional comments on program funding.

See attachment from PSLA business office.

Implications for the State (Additional Information Required by MHEC and the Board of Regents)

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 (<https://mhec.state.md.us/About/Documents/2017.2021%20Maryland%20State%20Plan%20for%20Higher%20Education.pdf>).

The proposed program is essential to meet the needs of professionals within the University Extension programing, non-profit organizations, community agricultural outreach, technical institutes, and agricultural education for on-going professional development, which in turn supports the growing local and state agricultural community and broader agricultural industry of the mid-Atlantic region. Respondents (n=154) to a survey of current Extension professional and agricultural education stakeholders within the state of Maryland revealed an immediate interest of 55 individuals in achieving a graduate degree in Extension Education. Additionally, those not interested in obtaining a degree at this time expressed interest in completing courses for professional development. As such, the initial students for the program would be off-site Extension professionals or those seeking entry level positions within Extension. Additional students would be recruited through preexisting relationships with various stakeholders in the state, nationally and internationally. The College of Agriculture and Natural Resources has developing international programs with several of these groups expressing great interest in obtaining educational certificates and degrees in agriculture.

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/>), or Maryland state Occupational and Industry Projections (<http://www.dlr.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/>) 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.

Extension specialists work in a variety of life, physical, and social science fields. The U.S. Bureau of Labor Statistics reports a projected 7% growth in these fields from 2018-2028. The increasing demand for expertise in the sciences is growing faster than the average for all occupations. Many land grant colleges' degrees in Extension are aligned with agricultural education programs. It is common for an agricultural education teacher to acquire a masters in Extension education. The annual National Agricultural Education Supply and Demand reports reflect the number of openings and the pool of graduates to fill those vacancies. While the overall job outlook by the U.S. Bureau of Labor Statistics for Career and Technical Education teachers is estimated to hold steady with a potential one percent drop in projected employment by 2028, the 2018 National Agricultural Education Supply & Demand Study reported a shortfall of licensed or alternatively licensed agricultural teachers nationwide. The report stated 247 new positions and 140 new programs were added in the 2017-18 school year. In regards to Extension field based positions in Maryland, the Agriculture and Food Systems Program has filled five positions in the last two years and two more positions are expected to be filled this year. Two positions will not be filed at this time due to Covid-19. Over the next five years, there will be a significant number of retirements from the UME Agriculture and Food Systems Program (~25%).

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

This program is a revitalization of a historic program at the University of Maryland and this type of degree program is typically offered only at Land-grant institutions. There is not a graduate degree focused on Extension Education currently offered at another site in Maryland.

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?

We do not anticipate any negative impacts on HBI's in the state of Maryland. We anticipate the positive results of preparing Extension educators that may seek employment at the University of Maryland Eastern Shore.

Supporting Documents

Attachments

Program objectives with linked assessments MoEE proposal.docx
Supporting letter for MS Extension Education-September 22, 2020.pdf
IPAN Letter of Support (1).pdf
Program oversight MoEE Faculty info.docx
AGNR 606 AGST 606 Program Planning and Evaluation in Agricultural Education.docx
AGST 640 Critically Examine Maryland Agriculture, Ag Industry and Ag Literacy.docx
AGST 605 Extension Research Methods with Applied Data Analysis.docx
AGNR 630 AGST 630 Teaching- Learning in Adult and Continuing Education.docx
MHEC-Budget-template-GRAD-2020-PSLA Final.xlsx

Key: 727

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
Examine educational psychology concepts as applied within the field of Extension education	Demonstrate the selection and application of educational theories to support observed practices in Extension Education.	Student formative presentations and summative artifacts completed within coursework
Utilize critical thinking and communication skills to engage with stakeholders	Hone leadership and relationship building skills while designing needs assessments for research and outreach education	Student constructed community needs assessment plans coupled with expanded professional networks.
Develop scientific literacy through independently assessing, interpreting, and summarizing scholarly works	Organize and present research findings to add to the body of knowledge as well participating in Extension outreach.	Student constructed publications, media and outreach presentations.
Expand academic and technical knowledge through authentic and active learning experiences	Make use of advanced knowledge and skills to identify and problem solve current issues facing urban and rural communities	Student formative presentations and summative artifacts completed within coursework
Increase student's awareness of navigating programming with local, state, national and global systems	Recognize opportunities to differentiate outreach efforts with diverse audiences	Student conduct, presentations, and artifacts reflect inclusive facilitation strategies



UNIVERSITY OF MARYLAND

COLLEGE OF AGRICULTURE AND NATURAL RESOURCES
DEPARTMENT OF NUTRITION AND FOOD SCIENCE

0112 Skinner Building
College Park, Maryland 20742-7640
301.405.1014 TEL 301.314.3313 FAX

September 22, 2020

Dr. Melissa Leiden Welsh
Assistant Clinical Professor of Agricultural Education
Department of Plant Science & Landscape Architecture
University of Maryland
Plant Science Bldg.
4291 Fieldhouse Drive, Room 2130
College Park, MD 20742

Dear Dr. Welsh,

I am writing this letter to express our support of the establishment of the Master of Extension Education program in the College of Agriculture and Natural Resources. I am glad that faculty members from my department have engaged in the program discussions and have provided a list of suggested nutrition and food science courses as potential elective course options for new extension graduate students. This new program in Extension Education will provide opportunities for faculty collaboration and teamwork between the departments of PSLA and NFSC.

Sincerely,

Cheng-I Wei, Ph. D.
Professor and Interim Chair



1118 Symons Hall
College Park, Maryland 20742-5551
301.405.8779 TEL
Email: aleger@umd.edu

COLLEGE OF AGRICULTURE AND NATURAL RESOURCES
Office of International Programs

September 23, 2020

Dr. Melissa Leiden Welsh
Assistant Clinical Professor of Agricultural Education
Department of Plant Science & Landscape Architecture
University of Maryland
Plant Science Bldg.
4291 Fieldhouse Drive, Room 2130
College Park, MD 20742

Dear Dr. Welsh,

I am writing this letter to express my department's support of the establishment of the Master of Extension Education program in the College of Agriculture and Natural Resources. My office is committed to supporting this program in developing coursework that could be used in an extension curriculum. Such an endeavor will benefit students, our college and the community served by graduates of this program.

Sincerely,

Ann J. Leger

Ann J. Leger
Coordinator, Office of International Programs

AGNR 606 (AGST 606) Program Planning and Evaluation in Agricultural Education

3 credit –online ELMS (Asynchronous delivery)

Course Description:

Analysis of community agricultural and extension education needs, selection and organization of course content, criteria and procedures for deploying and evaluating programs. Critical analysis of diversity, equity and inclusion in the planning process.

Course Objectives:

1. Explore program planning theory, principles and models in Extension and outreach education settings.
2. Examine the process to establish program goals and with stakeholder input.
3. Distinguish elements of logic models and conceptual frameworks in planning and analysis
4. Building awareness of cultural and social influences in program planning and evaluation
5. Interpret results of evaluation methods in a variety of online and on site settings

Learning Outcomes:

1. Distinguish, exhibit and reflect the use of various communication strategies with groups
2. Construct and evaluate a logic model for an outreach program
3. Facilitate the development, deployment and evaluation of an outreach program
4. Recognize implications of diversity, equity and inclusion throughout program planning stages

Potential Texts:

National Research Council. 2009. *Transforming Agricultural Education for a Changing World*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/12602>.

Finkel, R., Sharp, B., & Sweeney, M. (Eds.). (2018). *Accessibility, inclusion, and diversity in critical event studies*. Taylor & Francis. ISBN: 9781351142243

AGST 640 Critically Examine Maryland Agriculture, Agricultural Industry and Agricultural Literacy

3 credit –online ELMS (Asynchronous delivery)

Course Description:

Examine the mission and history of the Land Grant System as well as appraising the current work conducted through the University of Maryland Extension to extend research to citizens. Often referred to as America in miniature, Maryland boasts diverse people, agricultural practices, cultures, and ecosystems which students will examine to perceive the decision making processes within and across ecological systems. An enriching field practicum with an agricultural agency is required.

Course Objectives:

1. Discover agricultural & Extension education resources within local, county and regional governmental offices, non-profits and agricultural related industry.
2. Examine & evaluate the role of agricultural and extension societies in the progression of grassroots educational efforts throughout the history of the United States.
3. Discuss the development and decision making impact of advisory boards in the progression of local agricultural education for workforce readiness.
4. Compare and contrast resource or support agencies in agriculture and in regards to the diverse population in Maryland as a case study.
5. Examine the legacy of the Land-Grant mission according to the strategic plans outlined within a selected land grant college.

Learning Outcomes:

1. Develop critical reasoning and research skills to evaluate agricultural & Extension education programs.
2. Navigate various technology tools to examine and evaluate advances in agriculture.
3. Demonstrate agricultural literacy and social justice with various audiences.

Potential texts:

Institute of Medicine and National Research Council. 2015. *A Framework for Assessing Effects of the Food System*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/18846>.

Reynolds, K., & Cohen, N. (2016). *Beyond the kale: Urban agriculture and social justice activism in New York City* (Vol. 28). University of Georgia Press. ISBN:9780820349503

Journal of Extension Education

North American Colleges and Teachers of Agriculture (NACTA) Journal

AGST 605 Extension Research Methods with Applied Data Analysis

3 credit –online ELMS (Asynchronous delivery)

Course Description:

Examine foundational qualitative and quantitative research methods in real-world social and behavioral settings for extension and outreach educators. This course enables you to distinguish, select and apply research methods to conduct social science research in a non-formal education setting. A variety of data analysis approaches will be examined across Extension and outreach education applications.

Course Objectives:

1. Examine the conceptual, philosophical, and ethical issues in social and educational research.
2. Identify, describe and distinguish components of a research study using professional conduct and ethics.
3. Examine and execute quantitative data analysis using various statistical tools (ex. SPSS)
4. Examine and interpret qualitative data analysis using various research approaches (ex. NVIVO)
5. Explore various sampling techniques and their implications for generalizability in a study
6. Examine study instrumentation development with attention to establishing validity and reliability of the instruments.
7. Recognize and identify potential threats to internal and external validity of research designs.

Learning Outcomes:

1. Identify, formulate and detail a research problem for an extension audience.
2. Critique and develop a theoretical framework using a thorough literature review.
3. Develop or select a study instrument to assess the needs of a sample with an outreach project.
4. Conduct various data analysis in alignment with thesis option or creative component project.
5. Demonstrate ethical and professional conduct throughout the development of a scientific outreach presentation.

Texts:

Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 5th Ed. (2015) Creswell, John W.

National Academies of Sciences, Engineering, and Medicine. 2019. *Improving Data Collection and Measurement of Complex Farms*. Washington, DC: The National Academies Press.
<https://doi.org/10.17226/25260>.

AGNR 630 (AGST 630) Teaching-Learning in Adult and Continuing Education

3 credit –online ELMS (Asynchronous delivery)

Course Description:

Critically analyze the teaching/learning process in adult continuing education with a focus on instructional techniques and methodologies appropriate for adults. Students examine the curriculum development process while evaluating issues and priorities in adult continuing education.

Course Objectives:

1. Identify principles of adult learning through self-reflection, performance evaluation and environmental needs assessment.
2. Compare and contrast motivational theories in non-formal adult education.
3. Explore a variety of techniques to design and facilitate learning experiences for adult and mixed aged audiences.
4. Compare and contrast the construction of adult learning experiences in online environments versus contextual site based.
5. Recognize and apply adult education standards/frameworks for diverse adult learner abilities.

Learning Outcomes:

1. Demonstrate learning theory application through current literature analysis
2. Formulate assessments to determine proficiency levels of learning with adults
3. Construct online learning experiences to facilitate asynchronous learning of clients
4. Create curriculum specific to adult performance standards across multiple disciplines

Texts:

National Research Council. 2000. *How People Learn: Brain, Mind, Experience, and School: Expanded Edition*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/9853>.

National Academies of Sciences, Engineering, and Medicine. 2018. *How People Learn II: Learners, Contexts, and Cultures*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/24783>.

The Plant Sciences and Landscape Architecture Department includes a variety of educators and researchers with responsibilities in classrooms, at research stations and at county Extension offices across the state of Maryland. Collectively the following faculty provides academic oversight for all programs in PSLA.

2 Affiliate Associates

5 Affiliate Principal Agents

4 Affiliate Professor

1 Affiliate Senior Agent

2 Agent Associates PTK

5 Assistant Professors TT

9 Associate Professors TT

3 Assistant Clinical Professors PTK

6 Faculty Assistants PTK

8 Faculty Lectures PTK

10 Professors TT

The following individuals have been involved in program/proposal development and noted individuals will serve on the admission review committee.

	Rank and Full/PT	Department	Academic degrees	Program role
Melissa Leiden Welsh	Assistant Clinical Professor for Agricultural Education (PT-9 month)	PSLA	Ph.D. Youth Development & Agricultural Education, Purdue University M.Ed. Youth & Family Education, The Pennsylvania State University B.S. Family and Consumer Sciences, Indiana University of Pennsylvania (Honors)	Admissions committee Program Co-Director/ student mentor
TBD	Assistant Professor for Agricultural Education (TT)	PSLA	TBD	Program Co-Director/ student mentor
Joe Sullivan	Professor and Associate Dean for Academic Programs	PSLA AGNR	B.A. Biology, Erskine College M.S. Biology Western Carolina University Ph.D. Plant Physiology, Clemson University	Program Advisory & potential student mentor
Bill Phillips	Assistant Clinical Professor	PSLA	B.S. in Ornamental Horticulture from the University of Maryland M.S. in Agronomy/Weed Science from the University of Maryland Ph.D. in Weed/Crop Ecophysiology from the University of Maryland	Admissions committee Program Advisory & potential student mentor
John Erwin	Professor	PSLA	B.S. Ornamental Horticulture Delaware Valley College of Science and Agriculture M.S. Horticulture Michigan State University PhD. Horticulture Michigan State University	Program advisory- Supportive role Potential student mentor, educational consultant
Dora Diana Cortez	Academic Advisor	PSLA	MBA. University of Maryland Global Campus (previously University College) M.S. Management, Interdisciplinary Studies University of Maryland Global Campus Graduate Certificate of Foundations in Human Resource Management Graduate Certificate of Leadership and Management	Program clerical supportive role policy & procedures Academic programs advisor

			B.S. Urban Planning (major), Individual Studies program; U.S. Latino Studies (minor)University of Maryland, College Park	
Lauren Argabrite	Administrative Assistant for Agricultural Education	PSLA	N/A	Program clerical supportive role
Christopher Walsh	Professor Emeritus	PSLA	Ph.D. Pomology, Cornell University M.S. Pomology Cornell University B.A. Chemistry Middlebury College	Program Advisory & potential student mentor
John Lea-Cox	Professor	PSLA	Ph.D., University of Florida, Plant Physiology M.Sc., University of Natal, South Africa, Horticulture B.Sc. (Honors), University of Natal, South Africa, Horticulture	Admissions Committee Program Advisory & potential student mentor
Diana Cochran	Assistant Clinical Professor	PSLA	Ph.D Agricultural Science, Mississippi State University M.S., Horticulture, Auburn University B.S. Horticulture, Auburn University	Admissions Committee Program Advisory & potential student mentor
Nicole Fiorellino	Assistant Professor and Extension Specialist	PSLA	Ph.D. - Environmental Science and Technology, University of Maryland M.S. - Animal and Avian Science, University of Maryland, College Park B.S. - Animal Science & Biological Science (double major), Rutgers University	Program Advisory – Supportive role Potential student mentor
Mengjun Hu	Assistant Professor	PSLA	Ph.D. Plant Pathology; Huazhong Agricultural University (2013) B.S. Plant Protection; China Agricultural University (2008)	Admissions Committee Program Advisory – Supportive role Potential student mentor
Darren Jarboe	Principal Agent & Assistant Director, Agriculture & Food Systems	AGNR Extension	Ph.D. Industrial and Agricultural Technology, Iowa State University M.S. Business Administration, Iowa State University B.S. Agronomy & Agricultural Business (double major), Iowa State University	Program Advisory-Supportive role
Virginia Brown	Previous UMD Senior Agent	AGNR Extension	DrPH- Community Health Education, University of North Carolina-Greensboro Doctoral Minor- Educational Research Methods, University of North Carolina-Greensboro MA- Applied Sociology, University of Maryland, Baltimore County BA- Sociology, University of Maryland, Baltimore County	Program Advisory-Supportive role Participated in planning meetings- departed UMD June 2020
Rohan Tikekar	Associate Professor	NFSC	Ph.D. Food Science M.S. Food Science B.S. Food Technology and Engineering	Program Advisory – Dept. Supportive role
Lisa McCoy	Senior Agent	AGNR Extension	M.S. Community Health Education B.S. Human Nutrition and Foods	Program Advisory – Supportive role
Angela Ferelli	Agent Associate in Food Safety	PSLA	PhD- Plant science with a focus in produce safety, University of Maryland BS Biochemistry & Food Science (double major), University of Delaware	Program Advisory – Supportive role
Carol Allen	Agent Associate	PSLA	MS Plant Science, UMD BS Plant Science, Horticulture and Crop Production, UMD Produce Safety Alliance Trainer ISA Certified Arborist, Maryland State Pesticide Public Agency Certificate, & Chesapeake Bay Landscape Professional	Program Advisory – Supportive role
Mira Mehta	Director, Expanded Food and Nutrition Education Program (EFNEP)	NFSC	Ph.D. in International Nutrition with minor in Demography and Developmental Sociology. Cornell University, Ithaca, N.Y. M.S. in International Nutrition. Cornell University, Ithaca, N.Y.	Program Advisory-Supportive role Potential student mentor

			B.Sc. in Human Nutrition and Science. M.S.University Baroda, India.	
Ann Leger	Coordinator, Office of International Programs	AGNR	N/A	Program Advisory-program collaborations & promotion
William W. Bowerman	Professor	ENST	BA Biology Western Michigan University, MA Biology Northern Michigan University, PhD Fisheries & Wildlife - Environmental Toxicology Michigan State University	Program advisory-Supportive role-student mentor, educational consultant

TABLE 1: RESOURCES

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$50,000	\$30,000	\$30,000	\$30,000	\$30,000
2. Tuition/Fee Revenue (c+g below)	\$146,823	\$337,945	\$348,083	\$358,526	\$369,282
a. #FT Students	5	10	10	10	10
b. Annual Tuition/Fee Rate	\$21,325	\$21,964	\$22,623	\$23,302	\$24,001
c. Annual FT Revenue (a x b)	\$106,623	\$219,643	\$226,233	\$233,020	\$240,010
d. # PT Students	5	10	10	10	10
e. Credit Hour Rate	\$820.40	\$845.01	\$870.36	\$896.47	\$923.37
f. Annual Credit Hours	14	14	14	14	14
g. Total Part Time Revenue (d x e x f)	\$40,200	\$118,302	\$121,851	\$125,506	\$129,271
3. Grants, Contracts, & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 4)	\$196,823	\$367,945	\$378,083	\$388,526	\$399,282

Undergraduate

(FY2021)

resident tuition

non-resident tuition

diff'l addition (BMGT, ENGR, CS)

Full time

annual

Part Time

per credit hour

inflation

Full time

Part time

% in-state

\$ 8,824.00	\$ 367.00	1.03	0.80	0.90
\$ 34,936.00	\$ 1,456.00		0.20	0.10
\$ 2,856.00	\$ 118.00			

Graduate

(FY2021)

resident

non-resident

Change rows 7 and 12, depending on whether this is a graduate or undergraduate program.

annual

per credit hour

\$ 19,179.00	\$ 731.00
\$ 40,635.00	\$ 1,625.00

PSLA notes

TABLE 2: EXPENDITURES

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5	
1. Faculty (b+c below)	\$103,415	\$213,036	\$219,427	\$226,010	\$232,790	salary estimates
a. #FTE	1.0	2.0	2.0	2.0	2.0	\$79,981 Faculty Y1-Welsh; Y2-5 prof X (TT, 9 month)
b. Total Salary	\$79,981	\$164,761	\$169,704	\$174,795	\$180,039	
c. Total Benefits	\$23,434	\$48,275	\$49,723	\$51,215	\$52,751	
2. Admin. Staff (b+c below)	\$30,464	\$31,378	\$32,319	\$33,288	\$34,287	
a. #FTE	0.5	0.5	0.5	0.5	0.5	\$44,998 Admin Staff Lauren Argabrite
b. Total Salary	\$22,499	\$23,174	\$23,869	\$24,585	\$25,323	100% annual salary \$44,998
c. Total Benefits	\$7,965	\$8,204	\$8,450	\$8,703	\$8,964	
3. Total Support Staff (b+c below)	\$0	\$0	\$0	\$0	\$0	
a. #FTE	0.5	0.5	0.5	0.5	0.5	Support Staff none
b. Total Salary	\$0	\$0	\$0	\$0	\$0	
c. Total Benefits	\$0	\$0	\$0	\$0	\$0	
4. Graduate Assistants (b+c)						
a. #FTE	0.0	0.0	0.0	0.0	0.0	GA stipend none
b. Stipend	\$0	\$0	\$0	\$0	\$0	
c. Tuition Remission						
5. Equipment						
6. Library						
7. New or Renovated Space	\$0	\$0	\$0	\$0	\$0	
8. Other Expenses: Operational Expenses	\$60,000	\$120,000	\$120,000	\$120,000	\$120,000	
TOTAL (Add 1 - 8)	\$193,879	\$364,413	\$371,746	\$379,298	\$387,077	
resources - expenditures	\$2,944	\$3,532	\$6,338	\$9,228	\$12,205	net \$34,245

These budget estimates are resources and expenditures to the University overall, and not to the program or unit. Do not include revenue-sharing agreements between units, between unit and college, or with the university (e.g., for entrepreneurial programs) as an expenditure.

faculty	0.29 FY21 fringe
benefit for staff	0.35
inflation	1.03



Modify the Master of Public Health Administration – Add Health Care Management Concentration (PCC 19064)

PRESENTED BY Valerie Orlando, Chair, Senate Programs, Curricula, and Courses Committee

REVIEW DATES SEC – November 18, 2020 | SENATE – December 8, 2020

VOTING METHOD In a single vote

RELEVANT POLICY/DOCUMENT N/A

NECESSARY APPROVALS Senate, President, University System of Maryland Chancellor, and Maryland Higher Education Commission

ISSUE

The Department of Health Policy and Management, within the School of Public Health, proposes to establish a new concentration within the existing Master of Public Health (MPH) program by “moving” a currently existing program underneath the existing MPH as a new concentration. The School of Public Health currently offers an MPH, with several concentrations, across its different departments, and the Department of Health Policy and Management currently offers a Master of Health Administration (MHA). The purpose of this proposal is to create a new concentration under the MPH that mirrors the existing MHA program. The MHA operates in both a face-to-face format and an online format. The face-to-face format offering will become this new concentration under the MPH, and the MHA will continue to operate as an online program. If this proposal is approved, the online MHA will be modified so that its courses will be more beneficial for students who seek a more business-oriented degree, while the new MPH concentration in Health Care Management will serve students who are interested in a public health degree with a concentration in health care administration.

Once approved, the new MPH concentration and the revised MHA will be more consistent with how MPH and MHA programs are offered at peer institutions. As a result, the new MPH concentration and the revised MHA will better align with student expectations about the content and focus of the programs.

The curriculum for the new MPH concentration will not be different from the existing MHA, requiring 45 credits organized as follows:

- 14 program core credits common to all MPH concentrations
- 13 concentration-specific courses, including an internship and capstone course
- 18 credits of electives

Although this is essentially a reorganization of existing program offerings, the proposal needs to be submitted to the Maryland Higher Education Commission and University System of Maryland as a new concentration for the MPH program.

This proposal was approved by the Senate Programs, Curricula, and Courses committee on November 6, 2020. The Graduate PCC committee reviewed and approved the proposal on October 30, 2020.

RECOMMENDATION(S)

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

COMMITTEE WORK

The committee considered this proposal at its meeting on November 6, 2020. Luisa Franzini, from the Department of Health Policy and Management, and Steve Roth, from the School of Public Health, presented the proposal and answered questions from the committee. The proposal was approved by the committee.

ALTERNATIVES

The Senate could decline to approve this new concentration.

RISKS

If the Senate declines to approve this new concentration, the university will lose an opportunity to readjust its current offerings to align with student expectations of program content.

FINANCIAL IMPLICATIONS

No additional funding is needed, as this proposal is to take an existing program and moving it as a concentration under another existing program.

693: MASTER OF PUBLIC HEALTH IN HEALTH CARE MANAGEMENT

In Workflow

1. D-HLSA Curriculum Manager (cfarmer@umd.edu; droby@umd.edu; kwhite20@umd.edu)
2. D-HLSA PCC Chair (cfarmer@umd.edu; mhb@umd.edu)
3. D-HLSA Chair (cfarmer@umd.edu; droby@umd.edu; franzini@umd.edu)
4. SPHL Curriculum Manager (cfarmer@umd.edu)
5. SPHL PCC Chair (cfarmer@umd.edu)
6. SPHL Dean (cfarmer@umd.edu)
7. Academic Affairs Curriculum Manager (mcolson@umd.edu)
8. Graduate School Curriculum Manager (aambrosi@umd.edu)
9. Graduate PCC Chair (aambrosi@umd.edu)
10. Dean of the Graduate School (sfetter@umd.edu; aambrosi@umd.edu)
11. Senate PCC Chair (mcolson@umd.edu; vorlando@umd.edu)
12. University Senate Chair (mcolson@umd.edu)
13. President (mcolson@umd.edu)
14. Board of Regents (mcolson@umd.edu)
15. MHEC (mcolson@umd.edu)
16. Provost Office (mcolson@umd.edu)
17. Graduate Catalog Manager (aambrosi@umd.edu)

Approval Path

1. Wed, 18 Mar 2020 20:20:30 GMT
Kellee White (kwhite20): Approved for D-HLSA Curriculum Manager
2. Wed, 18 Mar 2020 20:22:30 GMT
Kellee White (kwhite20): Approved for D-HLSA PCC Chair
3. Thu, 19 Mar 2020 17:42:15 GMT
Luisa Franzini (franzini): Approved for D-HLSA Chair
4. Thu, 19 Mar 2020 17:53:19 GMT
Colleen Farmer (cfarmer): Approved for SPHL Curriculum Manager
5. Thu, 19 Mar 2020 17:54:57 GMT
Colleen Farmer (cfarmer): Approved for SPHL PCC Chair
6. Thu, 02 Apr 2020 15:19:53 GMT
Colleen Farmer (cfarmer): Approved for SPHL Dean
7. Fri, 17 Apr 2020 19:05:19 GMT
Michael Colson (mcolson): Approved for Academic Affairs Curriculum Manager
8. Mon, 27 Apr 2020 15:35:21 GMT
Angela Ambrosi (aambrosi): Approved for Graduate School Curriculum Manager
9. Mon, 27 Apr 2020 15:36:36 GMT
Angela Ambrosi (aambrosi): Approved for Graduate PCC Chair
10. Wed, 20 May 2020 15:59:13 GMT
Steve Fetter (sfetter): Approved for Dean of the Graduate School
11. Thu, 21 May 2020 19:16:16 GMT
Michael Colson (mcolson): Rollback to Academic Affairs Curriculum Manager for Senate PCC Chair
12. Wed, 21 Oct 2020 19:26:56 GMT
Michael Colson (mcolson): Approved for Academic Affairs Curriculum Manager
13. Sun, 01 Nov 2020 14:40:37 GMT
Angela Ambrosi (aambrosi): Approved for Graduate School Curriculum Manager
14. Sun, 01 Nov 2020 14:47:59 GMT
Angela Ambrosi (aambrosi): Approved for Graduate PCC Chair
15. Mon, 02 Nov 2020 15:41:38 GMT
Steve Fetter (sfetter): Approved for Dean of the Graduate School

16. Fri, 06 Nov 2020 15:25:13 GMT

Valerie Orlando (vorlando): Approved for Senate PCC Chair

New Program Proposal

Date Submitted: Wed, 18 Mar 2020 18:51:25 GMT

Viewing: 693 : Master of Public Health in Health Care Management

Last edit: Mon, 09 Nov 2020 14:54:39 GMT

Changes proposed by: Luisa Franzini (franzini)

Program Name

Master of Public Health in Health Care Management

Program Status

Proposed

Effective Term

Fall 2021

Catalog Year

2021-2022

Program Level

Graduate Program

Program Type

Master's

Delivery Method

On Campus

Departments

Department
Health Policy and Management

Colleges

College
School of Public Health

Degree(s) Awarded

Degree Awarded
Master of Public Health

If other, new degree award:

Master of Public Health in Health Care Management

Proposal Contact

Luisa Franzini

Proposal Summary

We are requesting to create a new concentration in Health Care Management in the MPH program. The new concentration's curriculum is identical to the curriculum of the current MHA (Master of Health Administration) in person. Having this program exist as an MPH concentration better reflects the competencies of the program and is in line with how similar programs are offered at our peer institutions.

We will keep offering the MHA program online (HLSO), which remains unchanged.

The description of the current MHA on the SPH website states: The MHA program is considered to be equivalent to the MPH and is accredited by the Council on Education for Public Health (CEPH).

(PCC Log No. 19064)

Program and Catalog Information

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

The Master of Public Health in Health Care Management program at the University of Maryland, College Park offers students a rigorous, multi-disciplinary program with courses in public health services administration, epidemiology, environmental health, biostatistics, health behaviors and determinants, health policy, health law and ethics, health economics and analysis, strategic management of human resources, health service information systems, financial management of health organizations, marketing for competitive health service, quality assessment and evaluation, and health care leadership and communications. The 45-credit professional degree will prepare graduates to manage the many complex health-related organizations including hospitals, long term care facilities, managed care organizations, rehabilitation agencies, public health clinics, state agencies, among others. With the impending retirement of the first wave of baby boomers, public health and health care organizations face large scale losses of middle and executive level administrators.

Catalog Program Requirements:

Course	Title	Credits
Core Requirements		
SPHL601	Core Concepts in Public Health	1
SPHL602	Foundations of Epidemiology and Biostatistics	4
SPHL603	Public Health Data Laboratory	1
SPHL610	Program and Policy Planning, Implementation, and Evaluation	5
SPHL611	Public Health Ethics	1
SPHL620	Leadership, Teams, and Coalitions: Policy to Advocacy	2
HLSA601	Introduction to Health Systems	3
HLSA710	Healthcare Management: Foundations and Principles	3
HLSA778	Internship in Public Health	4
HLSA786	Capstone Project in Public Health	3
Electives		18
Total Credits		45

Non-thesis option: 45 credits

Thesis option: 45 credits

Students completing the thesis option will replace their 3-credit capstone (HLSA786) with a 6-credit thesis experience (HLSA799). Three credits of the HLSA799 will then replace one course in the management module, so that only 6 courses in the management module are required for graduation.

Course List: Required courses:

Course	Title	Credits
SPHL601	Core Concepts in Public Health	1
SPHL602	Foundations of Epidemiology and Biostatistics	4
SPHL603	Public Health Data Laboratory	1
SPHL620	Leadership, Teams, and Coalitions: Policy to Advocacy	2
SPHL610	Program and Policy Planning, Implementation, and Evaluation	5
SPHL611	Public Health Ethics	1
HLSA601	Introduction to Health Systems	3
HLSA710	Healthcare Management: Foundations and Principles	3
HLSA778	Internship in Public Health	4
HLSA786	Capstone Project in Public Health	3
Electives		18
Total Credits		45

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. For undergraduate programs, this should be the four-year plan.

Example of course sequencing for the Master of Public Health in Health Care Management

Proposed Course (Module) Credits

Fall – year 1:

- SPHL601 (C) 1
- SPHL602 (C) 4
- SPHL603 (C) 1
- HLSA601 (M) 3

Spring – year 1:

- SPHL610 (C) 5
- SPHL611 (C) 1
- HLSA710 (M) 3
- HLSA740 (M) 3

Summer – year 1:

- HLSA778 (I) 4 (variable, and can be taken Fall - year 2)

Fall – year 2:

- SPHL620 (C) 2
- HLSA770 (M) 3
- HLSA720 (M) 3
- HLSA 702 (P) 3

Spring – year 2:

- HLSA 726 (M) 3
- HLSA721 (D) 3
- HLSA786 (I) 3

Total Credits 45

Module Key: MPH Core (C), Management (M), Policy (P), Data (D), Internship/Capstone (I)

List the intended student learning outcomes. In an attachment, provide the plan for assessing these outcomes.

Learning Outcomes

Apply systems thinking and organizational theory to address public health and health care management issues.

Evaluate the main components of the organization and delivery of healthcare in the US and other nations and impact on population health.

Apply the principles of strategic planning, development, marketing, budgeting, management and evaluation in organizational and community initiatives.

Apply analytical methods for analysis of health management problems and potential solutions.

Demonstrate leadership and management skills for building partnership through collaborative efforts and communication of health policy and management issues.

New Program Information

Mission and Purpose

Describe the program and explain how it fits the institutional mission statement and planning priorities.

The purpose of this proposal is to create a new area of concentration in Health Care Management for our existing Master of Public Health (MPH). The University of Maryland, College Park (UMD) School of Public Health currently offers an MPH, with several concentrations, and a Master of Health Administration (MHA). The proposed new MPH concentration will mirror the existing MHA program. The MHA operates in both a face-to-face format and an online format. The face-to-face format offering will essentially become this new concentration under the MPH, and the MHA will continue to operate as an online program. After this proposal is approved, we plan to modify the online MHA to be consistent with the Commission on the Accreditation of Healthcare Management Education (CAHME) accreditation criteria. The modified online MHA will cater to students who seek a more business-oriented degree, and the new MPH concentration will serve students who are interested in an MPH degree and want to concentrate in health care administration. The new MPH concentration would remain consistent with UMD's mission to achieve "excellence in teaching, research, and public service within a supportive, respectful and inclusive environment."

Program Characteristics

What are the educational objectives of the program?

The educational objectives of this program is to prepare students to:

1. Manage human resources and health professionals in diverse organizational environments
2. Apply quality and performance improvement concepts to address organizational performance issues
3. Apply organizational theory as well as "systems thinking" for resolving organizational issues
4. Apply management tools to structure, market, position and govern health organizations to achieve optimal performance

Describe any selective admissions policy or special criteria for students interested in this program.

Admission criteria are unchanged from the old MHA.

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.).

The motivation for the new concentration is to better reflect the competencies of the program and have a name which is similar to like programs at our peer institutions. Given the curriculum is an MPH curriculum with MPH core courses, students were confused when calling the program an MHA, that usually does not include core MPH courses.

Select the academic calendar type for this program (calendar types with dates can be found on the Academic Calendar (<https://www.provost.umd.edu/calendar/>) page)

Traditional Semester

For Master's degree programs, describe the thesis requirement and/or the non-thesis requirement.

Students can complete a 3-credit capstone (HLSA786) or a 6-credit thesis experience (HLSA799).

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

We will continue to employ the successful strategies currently used to recruit a diverse student body in the MHA. The MHA program, which is the basis for the new concentration in Health Care Management, has been very successful at enrolling and graduating minority students. In the last 5 years (reports.umd data from 2016 to 2020), there was an average of 10 students granted degrees from the MHA program. Over a third were Black and over 20% were Hispanic. With another 10% of multiple races, over 60% of graduating students were underrepresented minorities, indicating high minority student access and success. We expect this success to continue in the proposed concentration.

Relationship to Other Units or Institutions

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, attach supporting correspondence.

There will be no impact on other programs or units given the program has been active for over a decade and is currently active.

Accreditation and Licensure. Will the 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 program concentration is and will remain accredited by the Council on Education for Public Health (CEPH), like all MPH concentrations.

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

None applicable

Faculty and Organization

Who will provide academic direction and oversight for the program? In an attachment, please indicate the faculty involved in the program. Include their titles, credentials, and courses they may teach for the program.

The Department of Health Policy and Management will provide academic direction and oversight of the program. Faculty in the Department of Health Policy and Management and faculty in the School of Public Health teach the courses in the existing MHA and will continue to teach the same courses in the MPH in Health Care Management.

Indicate who will provide the administrative coordination for the program

The administrative coordination will be provided by the Department of Health Policy and Management, given it is currently administering the MHA.

Resource Needs and Sources

Each new program is required to have a library assessment prepared by the University Libraries in order to determine any new library resources that may be required. This assessment must be done by the University Libraries. Add as an attachment.

Given this is an existing program that will be converted to a new concentration, a library assessment was not requested.

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

No change from existing MHA program.

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.

No change from existing MHA program.

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

No change from existing MHA program.

Use the Maryland Higher Education Commission (MHEC) commission financial tables to describe the program's financial plan for the next five years. See help bubble for financial table template. Use space below for any additional comments on program funding.

No change from existing MHA program.

Implications for the State (Additional Information Required by MHEC and the Board of Regents)

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 (<https://mhec.state.md.us/About/Documents/2017.2021%20Maryland%20State%20Plan%20for%20Higher%20Education.pdf>).

We believe that converting the existing MHA program to MPH concentration in Health Care Management will better reflect the competencies of the program and will give applicants to the program a more transparent description of the content of the program.

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/>), or Maryland state Occupational and Industry Projections (<http://www.dlr.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/>) 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.

Medical and Health Services Managers have posted a 3.62% increase between 2018 to 2020 and there were 11,319 employed in Maryland in 2020. All occupations in healthcare have seen positive growth in the state and nationally in the last years and are expected to continue to grow.

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

The most similar program would be the already existing MHA, but the similarities will be reduced if the new concentration is approved. Our department's plan is to create this new MPH concentration and then modify the existing online MHA. The modified MHA will no longer offer foundational public health courses. Instead, it will focus on health information technology, evidence-based decision making, human resources, strategic planning, health law and revenue cycle management. The MHA will address the special needs, opportunities, and challenges unique to the healthcare industry. MHA graduates will apply practice-based focus at the organization level and the Master of Public Health concentration in Healthcare Management will practice at the level of populations and communities.

Otherwise, to our knowledge, the closest to our program in the state is the MPH in Health Leadership and Management offered by the Johns Hopkins Bloomberg School of Public Health.

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 has a Public Health Program (accredited) which offers the Master of Public Health (MPH) generalist specialization. The curriculum for the generalist MPH degree prepares students to be public health professionals who draw on the knowledge and skills from a variety of disciplines to define and assess urban public health problems.

There is limited overlap with our program, given both programs are MPH.

Supporting Documents

Attachments

Learning Outcomes and Assessment.docx
PCC New MPH HCM Program Budget Sheets Final.xlsx

Reviewer Comments

Michael Colson (mcolson) (Thu, 21 May 2020 19:16:16 GMT): Rollback: Rolling back for revisions

Key: 693

Learning Outcomes and Assessment

Learning outcomes

Upon completing this program, the student will be able to:

1. Have a clear understanding of how health care institutions are managed, and what it is like to be in a health care institution in terms of responsibilities, relationships and issues.
2. Identify the main functions of management and demonstrate how to implement them in health care institutions.
3. Show an understanding of the theories of management, and demonstrate how to apply them to health care issues.
4. Understand the role of the health care manager and its relationship to the roles of the governing board, physician staff and nursing staff.
5. Improve professional skills of critical thinking and analysis, written and verbal communication, and clarify personal career plans.

Assessment:

1. SWOT Analysis (Blooms Level 5): Students create a professional development SWOT Analysis and submit a 1-2-page paper explaining what they would do to eliminate any potential weaknesses and threats.
2. Tableau (Bloom's Level 6): This activity is designed to help the students understand the functions of Tableau and to explore how this software application can be a valuable tool for Healthcare Management practitioners. Students are provided with multiple data sets that covers DRGs, Data Mining, Coding Productivity, Strategic Planning, and Fraud/Abuse. The assignment requires analysis, display and visualization to inform decision making.
3. Solcom EDMS (Bloom's Level 3): EDCO Solcom Electronic Document Management System (EDMS) includes over 300 scanned images of patient records and provides a flexible resource available for use in coding exercises, chart analysis, general orientation to the forms and indexing in the medical record. In real-world application, students view scanned electronic documents and completed a "scavenger hunt" to locate patient information for analysis.
4. DrChrono EHR System (Bloom's Level 3): DrChrono is an ambulatory-based Electronic Health Record System. In these activities (EHR Schedule, Clinical, Authentication, and registering a Patient) students will navigate through the DrChrono EHR menu functions from the Dashboard to discover some of the data collection processes that can be completed. Much of the functional ability of this menu deals with templates for collecting health information by the clinical users.
5. Exams: Course includes 3 Exams and a Final Exam.

6. 8 Case Studies (Bloom's Level 6):

- Metro Renal
- Sustaining an Academic Food Science and Nutrition Center Through Management Improvement
- How do we handle a girl like Maria?
- Set up for failure
- Are we culturally aware or not?
- To partner or not to partner with a retail company
- Madison Community Hospital addresses infection prevention
- Who you going to call?

TABLE 1: RESOURCES

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds		\$ -	\$ -	\$ -	\$ -
2. Tuition/Fee Revenue (c+g below)	\$ 414,074	\$ 417,646	\$ 421,325	\$ 425,115	\$ 429,018
a. #FT Students	15	15	15	15	15
b. Annual Tuition/Fee Rate	\$ 22,532	\$ 22,745	\$ 22,964	\$ 23,189	\$ 23,421
c. Annual FT Revenue (a x b)	\$ 337,986	\$ 341,172	\$ 344,453	\$ 347,833	\$ 351,314
d. # PT Students	5	5	5	5	5
e. Credit Hour Rate	\$ 951.10	\$ 955.93	\$ 960.90	\$ 966.02	\$ 971.29
f. Annual Credit Hours	16	16	16	16	16
g. Total Part Time Revenue (d x e x f)	\$ 76,088	\$ 76,474	\$ 76,872	\$ 77,282	\$ 77,704
3. Grants, Contracts, & Other External Sources	\$ -	\$ -	\$ -	\$ -	\$ -
4. Other Sources	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL (Add 1 - 4)	\$414,074	\$417,646	\$421,325	\$425,115	\$429,018

Graduate FY21	SPECIAL RATES FOR MHA/MPH STUDENTS				
	Full time annual	Part Time per credit hour	inflation	Full time % in-state	Part time % in-state
resident tuition	\$ 19,316.00	\$ 878.00	1.03	0.80	0.90
non-resident tuition (special rates MPH)	\$ 35,398.00	\$ 1,609.00		0.20	0.10
diff'l addition (MPH, MHA)					

TABLE 2: EXPENDITURES

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5	
1. Faculty (b+c below)	\$266,000	\$273,980	\$282,199	\$290,665	\$299,385	salary estimates
a. #FTE	2.0	2.0	2.0	2.0	2.0	\$100,000 Faculty
b. Total Salary	\$200,000	\$206,000	\$212,180	\$218,545	\$225,102	
c. Total Benefits	\$66,000	\$67,980	\$70,019	\$72,120	\$74,284	
2. Admin. Staff (b+c below)	\$18,620	\$19,179	\$19,754	\$20,347	\$20,957	
a. #FTE	0.2	0.2	0.2	0.2	0.2	\$70,000 Admin Staff
b. Total Salary	\$14,000	\$14,420	\$14,853	\$15,298	\$15,757	
c. Total Benefits	\$4,620	\$4,759	\$4,901	\$5,048	\$5,200	
3. Total Support Staff (b+c below)	\$13,300	\$13,699	\$14,110	\$14,533	\$14,969	
a. #FTE	0.2	0.2	0.2	0.2	0.2	\$50,000 Support Staff
b. Total Salary	\$10,000	\$10,300	\$10,609	\$10,927	\$11,255	
c. Total Benefits	\$3,300	\$3,399	\$3,501	\$3,606	\$3,714	
4. Graduate Assistants (b+c)	\$50,479	\$51,994	\$53,553	\$55,160	\$56,815	
a. #FTE	1.0	1.0	1.0	1.0	1.0	\$23,431 GA stipend
b. Stipend	\$23,431	\$24,134	\$24,858	\$25,604	\$26,372	
c. Tuition Remission	\$19,316	\$19,895	\$20,492	\$21,107	\$21,740	
d. Benefits	\$7,732	\$7,964	\$8,203	\$8,449	\$8,703	
5. Equipment	\$0	\$0	\$0	\$0	\$0	
5. Library	\$0	\$0	\$0	\$0	\$0	
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0	
7. Other Expenses: Operational Expenses	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	
TOTAL (Add 1 - 8)	\$378,399	\$388,851	\$399,617	\$410,705	\$422,126	
resources - expenditures	\$35,675	\$28,795	\$21,708	\$14,409	\$6,891	

These budget estimates are resources and expenditures to the University overall, and not to the program or unit. Do not include revenue-sharing agreements between units, between unit and college, or with the university (e.g., for entrepreneurial programs) as an expenditure.

benefits 0.33
inflation 1.03



Proposal to Review Policy and Practice Surrounding PTK Non-Renewals

PRESENTED BY Will Reed, Chair

REVIEW DATES SEC – November 18, 2020 | SENATE – December 8, 2020

VOTING METHOD In a single vote

RELEVANT POLICY/DOCUMENT [II-1.00\(F\) – University of Maryland Policy on Full-Time and Part-Time Professional Track Instructional Faculty](#)

NECESSARY APPROVALS Senate, President

ISSUE

In March 2019, a proposal was submitted to review policy and procedures related to non-renewal of contracts for professional track (PTK) faculty. The proposal identified policies related to PTK faculty that had not been updated since developments in policy surrounding PTK faculty appointments, and noted that existing policy may not be consistent with the UM Guidelines on Appointment, Evaluation, and Promotion of PTK Faculty with respect to contract renewals. On March 26, 2019, the Senate Executive Committee (SEC) voted to charge the Faculty Affairs Committee with review of the proposal.

RECOMMENDATION(S)

The Faculty Affairs Committee recommends that the University undertake a broad, comprehensive review of its policies, procedures, and guidelines affecting the employment of professional track (PTK) faculty, with the goal of creating one comprehensive policy that addresses all categories of PTK faculty in a consistent manner.

The Faculty Affairs Committee recommends that the University adopt the Policy on Notification for Professional Track Faculty Contract Changes shown immediately following this report to address the immediate issue regarding notification of contract changes until a comprehensive policy can be developed.

The Faculty Affairs Committee recommends that the proposed revision to the University of Maryland Policy on Full-Time and Part-Time Professional Track Instructional Faculty (II-1.00[F]), as shown immediately following this report, be adopted in order to align the existing policy with the proposed new University of Maryland Policy on Notification for Professional Track Faculty Contract Changes.

COMMITTEE WORK

The Faculty Affairs Committee (FAC) began its review in April 2019. It met with the proposers; met with the Faculty Ombuds Officer and Senate Director; reviewed current policies affecting the evaluation, renewal or non-renewal, and termination of PTK faculty; reviewed data on PTK faculty

populations at the University; considered differences in PTK faculty appointments and contracts; and reviewed sample contract language.

The FAC found that the University is lacking clear and consistent policy guidance on non-renewals and other employment actions for PTK faculty. Current policies are compartmentalized, inconsistent, and insufficient. The FAC noted that there would be great value in creating one holistic policy for PTK faculty that covers a range of details related to appointments and expectations. This would be an ambitious task that would require a great deal of consideration and stakeholder engagement, so it would not be able to provide quick relief to the proposal.

The Office of Faculty Affairs (OFA) has taken recent action to create a uniform approach to notifications on employment actions, which is a significant step forward for the University. However, there is still no requirement that a reason be given, and implementation may remain inconsistent. Having a policy to support the work that OFA has done would lead to more consistency and would go further in guaranteeing that PTK faculty are given a reason for a non-renewal.

The FAC was in consensus that a comprehensive review of policies related to PTK faculty employment matters is needed. In order to immediately address the narrow issue raised by the proposal while allowing appropriate time for that review to be conducted in a thoughtful and comprehensive way, the FAC determined that a brief University policy addressing notification for employment decisions should be created and adopted. Such a policy would provide consistency for all PTK faculty and a uniform expectation for administrators now, and would remain in effect while efforts to develop a comprehensive policy are ongoing.

The FAC worked closely with the OFA and the Office of General Counsel to develop a Policy on Notification for Professional Track Faculty Contract Changes. It also developed a minor revision to the existing University of Maryland Policy on Full-Time and Part-Time Professional Track Instructional Faculty (II-1.00[F]), in order to remove the requirement of five years of continuous service before receiving a reason for a non-renewal. After due consideration, the FAC voted to approve its recommendations, the proposed new policy, and the proposed revision to the existing policy on instructional faculty in an email vote ending on November 11, 2020.

ALTERNATIVES

The Senate could choose not to accept the recommendations. However, the University would then lose an opportunity to clarify expectations for PTK faculty and administrators, and the implementation of notifications that provide a reason for the decision may be inconsistent.

RISKS

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

FINANCIAL IMPLICATIONS

There are no known financial implications to adopting these recommendations.



Proposal to Review Policy and Practice Surrounding PTK Non-Renewals

2020-2021 Committee Members

Will Reed (Chair)	Beth St Jean (Faculty)
John Bertot (Ex-Officio Provost's Rep)	Wendy Stickle (Faculty)
Michele Eastman (Ex-Officio President's Rep)	Donald Webster (Faculty)
Marc Pound (Ex-Officio CUSF Rep)	Naette Lee (Graduate Student)
Jackie Richmond (Ex-Officio UHR Rep)	Autumn Perkey (Graduate Student)
Ellin Scholnick (Ex-Officio Faculty Ombuds Officer)	Mary Shelley (Staff)
Saverio Giovacchini (Faculty Senator)	Shawn Nijjar (Undergraduate Student)
Tracey Huard (Faculty Senator)	
Agisilaos Iliadis (Faculty Senator)	
Nicole LaRonde (Faculty Senator)	
Mark Fuge (Faculty)	
Jessica O'Hara (Faculty)	
Kevin Roy (Faculty)	

Date of Submission

November 2020

BACKGROUND

In March 2019, a proposal was submitted asking the Senate to review policy and procedures related to non-renewal of contracts for professional track (PTK) faculty. The proposal identified policies related to PTK faculty that had not been updated since developments in policy surrounding PTK faculty appointments, and noted that existing policy may not be consistent with the UM Guidelines on Appointment, Evaluation, and Promotion of PTK Faculty with respect to contract renewals. The proposal also noted that the Faculty Ombuds Officer has received several inquiries related to the non-renewal of PTK faculty contracts, which in many cases cannot be resolved through the grievance process since administrators are not currently required to provide a reason for non-renewal decisions. On March 26, 2019, the Senate Executive Committee (SEC) voted to charge the Faculty Affairs Committee with review of the proposal (Appendix 1).

COMMITTEE WORK

The Faculty Affairs Committee (FAC) began its review in April 2019. It met with the proposers to discuss the nature of the issues leading to the proposal. It met with the Faculty Ombuds Officer and Senate Director to discuss the intersection of non-renewal decisions with the faculty grievance process. Over the course of its review, the committee reviewed current policies affecting the evaluation, renewal or non-renewal, and termination of PTK faculty, as well as data on PTK faculty populations at the University. The committee considered differences in PTK faculty appointments and contracts, and reviewed sample contract language. In August 2020, the FAC received an extension on its charge until October 12, 2020, due to the delays faced by the Senate and its committees in Spring 2020 as a result of the onset of the COVID-19 pandemic.

Policies

The FAC reviewed existing policies and guidelines related to evaluation, renewal or non-renewal, and termination of faculty who are not on the tenure track and are not eligible for tenure. The relevant policies in this area include the University of Maryland Policy on Full-Time and Part-Time

Professional Track Instructional Faculty ([II-1.00\[F\]](#)) and the University of Maryland Policy on the Employment of Adjunct Faculty ([II-1.07\[A\]](#)). Relevant guidelines include the UM Guidelines on Appointment, Evaluation, and Promotion of PTK Faculty (referred to as the [AEP Guidelines](#)).

In its review, the FAC found that many employment-related issues are not covered by policies and are only broadly mentioned in the AEP Guidelines. Existing policies do not address PTK faculty consistently, in that there is no policy that discusses employment matters for research or other non-instructional faculty. Existing policies mostly mirror University System of Maryland (USM) policies, which have not been updated since the University of Maryland significantly changed how it approaches faculty who are not tenured or on the tenure track.

In reviewing existing policies, the FAC found that some PTK instructional faculty are supposed to be given a reason for a decision not to renew; the policy governing instructional faculty states that full- and part-time instructional faculty who have been employed for at least five years continuously should “be informed in writing of the basis of a decision not to renew” (Section 7, II-1.07[A]). This policy ensures that a narrow group of PTK faculty are entitled to receive a reason for a non-renewal decision, but no other UMD or USM policy ensures the same for non-instructional PTK faculty.

While policies on adjunct faculty are not strictly within the scope of the FAC’s charge, the committee did review the policy governing adjunct faculty to determine whether it had any bearing on this issue. The policy definition for adjunct faculty is faculty employed to provide instructional services who are not on the tenure track and are compensated either on a course-by-course basis, on a salaried appointment at less than 50% FTE, or in another way that makes them ineligible for health benefits. The existing UMD policy on adjunct faculty does not discuss the non-renewal of a contract, but it does give adjunct faculty rights that are not afforded to PTK faculty in cases involving termination of a contract before its end date, in that adjunct faculty have the right to meet with and discuss a termination at the College or School level before it is finalized.

Practices and Problems Related to Non-Renewal Notifications

In discussions with the proposers, the Faculty Ombuds Officer, and the Senate Director, the committee learned that issues related to notification and reasons for non-renewal of a contract have been increasing in prevalence. The number of complaints related to non-renewal received by the Faculty Ombuds Officer have increased over the past few years, and in 2018, the Faculty Ombuds Officer reported to the SEC that non-renewal had been the basis of nearly every case that had gone through a faculty grievance adjudication process in the prior five years. At the time of the proposal, practices related to notification of non-renewals were inconsistent across campus, and in most cases the faculty member was informed of the non-renewal without any indication of the reason or justification for the non-renewal. The proposers underscored the lack of policy in this area, noting that since the only existing policy directly related to employment matters is restricted to instructional faculty, University policy does not guide non-renewal matters for a significant percentage of PTK faculty at the University. As the University’s research funding and prominence grows, the addition of research faculty to the PTK faculty ranks will cause that percentage to continue to grow.

The committee discussed the need for administrators to have flexibility in making non-renewal decisions for a wide range of valid reasons. Term contracts provide necessary flexibility to administrators and units to make decisions based on the many factors they are facing. Non-renewal of a contract is appropriate in cases where there is a change in direction for the unit, a decline in attendance in a course or set of courses, a desire to reallocate resources within a unit, a decline or loss of resources, or due to other programmatic or disciplinary decisions. Non-renewal is also

appropriate for performance-based reasons and for cause. The issue at hand is not whether non-renewals are appropriate, but rather whether PTK faculty should receive a reason for the non-renewal. In the absence of clear information, experience has shown that faculty who are not renewed may assume that specific factors, biases, or discrimination motivated the decision not to renew.

In its discussion, the FAC also noted that in some cases, non-renewal decisions based on performance issues may be surprising to the faculty member because they have not been consistently given opportunities to reflect on and improve their performance. Conducting annual performance reviews and interventions specific to performance issues as they arise is a best practice, but it is difficult to assess how widespread a practice it is at the University. One way to reduce assumptions about the reasons for a non-renewal is to ensure that PTK faculty are being given regular performance reviews and are provided mentoring. In comparison, tenure-track faculty have extensive opportunities to receive performance feedback, including annual merit reviews, a mandatory third-year review, and mentorship. The committee noted that it could consider if there are ways to expand existing reviews, such as those associated with merit, to provide this feedback; however, such action would be outside of the scope of the committee's current charge and should be considered carefully in a broader context, as any such recommendation could lead to significant administrative burdens on units and on the Office of Faculty Affairs.

In the committee's consideration of these issues, the FAC found that the problem raised by the proposal is in fact an issue and should be resolved through changes to policies, procedures, and/or implementation guidance. It found that letting a PTK faculty member go without giving them a reason is unfair, and can be damaging to morale within the unit in which the faculty member served and to PTK faculty in general. PTK faculty, especially those who have served the University for many years, often expect their contract to be renewed without issue, and as a principle of fundamental fairness, faculty should be able to know why they are being let go at the end of their contract.

Recent Administrative Actions

In spring 2020, the committee learned that the Office of Faculty Affairs (OFA) had been encouraging units to include a reason for non-renewal in the notification sent to the faculty member. The onset of the COVID-19 pandemic and the ensuing financial situation led OFA to develop stronger guidance in this area for administrators in summer 2020, given the fact that the financial situation may lead to non-renewals as a result of budgetary constraints. OFA created templates for notification letters for non-renewal, termination, and FTE reduction, and included in the templates a prompt to give a reason for the decision. In creating these templates and communicating with administrators on this issue, OFA has created an expectation that all PTK faculty, regardless of term of service or FTE, will receive a reason in the notification that they receive related to the non-renewal of their contract. OFA intends for this to create a uniform approach across all units related to employment actions.

Committee Deliberations

Through its review of existing policies and practices, the FAC found that the University is lacking clear and consistent policy guidance on non-renewals and other employment actions for faculty who are not on the tenure track and are not eligible for tenure. Current policies are compartmentalized, inconsistent, and insufficient. The FAC noted that the University's approach to employment issues related to PTK faculty have been developed through incremental changes over the course of many years. This has led to an inconsistent approach to employment issues for PTK faculty. The FAC

noted that there would be great value in creating one holistic policy for PTK faculty that covers a range of details related to appointments and expectations. This would eliminate inconsistencies for different groups of PTK faculty and would allow for research faculty to be protected by policy in ways that instructional faculty are currently protected. The FAC noted that a comprehensive policy would be an ambitious task that would require a great deal of consideration and stakeholder engagement, so it would not be able to provide quick relief to the narrow issue identified in the proposal on notification for non-renewals.

The committee found that the OFA's recent actions to create a uniform approach to notifications about employment actions are a significant step forward for the University. However, the committee raised concerns that there is still no requirement that a reason be given, and without the force of policy behind the OFA's actions, implementation may remain inconsistent. The committee felt that having a policy to support the work that OFA has done would lead to more consistency and would go further in guaranteeing that PTK faculty are given a reason for a non-renewal, as the notification letters indicate they should.

In considering how to move forward, the FAC was in consensus that a comprehensive review of policies related to PTK faculty employment matters is needed, and that such a review should be undertaken with the intent of creating one policy that addresses all groups of PTK faculty in a consistent manner. In order to immediately address the narrow issue raised by the proposal while allowing appropriate time for that review to be conducted in a thoughtful and comprehensive way, the FAC determined that a brief University policy addressing notification for employment decisions should be created and adopted. Such a policy would provide consistency for all PTK faculty and a uniform expectation for administrators now, and would remain in effect while efforts to develop a comprehensive policy are ongoing.

The FAC worked closely with the OFA and the Office of General Counsel to develop a Policy on Notification for Professional Track Faculty Contract Changes in alignment with the guidance the OFA already created related to notifications for non-renewals, terminations, and FTE reductions. It also developed a minor revision to the existing University of Maryland Policy on Full-Time and Part-Time Professional Track Instructional Faculty (II-1.00[F]), in order to remove the requirement of five years of continuous service before receiving a reason for a non-renewal. The proposed new policy on notifications applies to PTK faculty regardless of term of service or FTE, and clearly indicates that a reason should be included in the notification.

After due consideration, the FAC voted to approve its recommendations, the proposed new policy, and the proposed revision to the existing policy on instructional faculty in an email vote ending on November 11, 2020.

RECOMMENDATIONS

The Faculty Affairs Committee recommends that the University undertake a broad, comprehensive review of its policies, procedures, and guidelines affecting the employment of professional track (PTK) faculty, with the goal of creating one comprehensive policy that addresses all categories of PTK faculty in a consistent manner.

The Faculty Affairs Committee recommends that the University adopt the Policy on Notification for Professional Track Faculty Contract Changes shown immediately following this report to address the immediate issue regarding notification of contract changes until a comprehensive policy can be developed.

The Faculty Affairs Committee recommends that the proposed revision to the University of Maryland Policy on Full-Time and Part-Time Professional Track Instructional Faculty (II-1.00[F]), as shown immediately following this report, be adopted in order to align the existing policy with the proposed new University of Maryland Policy on Notification for Professional Track Faculty Contract Changes.

APPENDICES

Appendix 1 — Charge from the Senate Executive Committee

II-1.00(x) UNIVERSITY OF MARYLAND POLICY ON NOTIFICATION FOR PROFESSIONAL TRACK FACULTY CONTRACT CHANGES

I. Purpose

The University recognizes the significant contributions of Professional Track (PTK) Faculty and this policy seeks to ensure that PTK faculty receive written notice and information about decisions relating to terminations, non-renewals, or reduction in appointment percentage.

II. Applicability

- A. This policy applies to faculty who hold a Professional Track Faculty title, as specified in the University of Maryland Policy on Professional Track Faculty (II-1.00[G]).
- B. Faculty who meet the definition of adjunct faculty established in the University of Maryland Policy on the Employment of Adjunct Faculty (II-1.07[A]) are not subject to the provisions of this policy.

III. Policy

A. PTK Faculty Employment Decisions

- 1. Employment decisions related to termination, non-renewal, or reduction of appointment percentage rest with the unit head acting in accordance with applicable University and University System of Maryland policies and procedures.
- 2. Decisions should be made in alignment with the faculty member's contract and University policies relevant to the specific faculty member.

B. Notification of Employment Decisions

- 1. The period of notification for employment decisions involving termination, non-renewal, or reduction in appointment percentage is based on length of service and appointment percentage.
 - a) Individual PTK faculty appointment contracts should define the notification period for each faculty member. Relevant notification periods are established in the University of Maryland Policy on Full-Time and Part-Time Professional Track Instructional Faculty (II-1.00[F]), the University System Policy on

Appointment, Rank, and Tenure of Faculty (II-1.00), and any other applicable University or University System of Maryland policies and procedures.

- b) In cases where the employment decision was made for cause, the change in employment status may be effective immediately.
 - c) In cases involving unexpected significant changes to financial resources, the change in employment status may be effective immediately.
2. The written notification should include a reason for the decision.
 3. The written notification should inform the faculty member of their grievance rights and any relevant appeals processes.



II-1.00(F) UNIVERSITY OF MARYLAND POLICY ON FULL-TIME and PART-TIME PROFESSIONAL TRACK INSTRUCTIONAL FACULTY
(Approved by the President May 16, 2002; Technical Amendments February 23, 2009; Interim Amendments approved by the President August 30, 2011 pending University Senate Action; approved by the President March 13, 2012; Technical Amendments to align with professional track faculty terminology approved by the President November 4, 2014)

This policy applies to faculty employed to provide instructional services who (1) have salaried appointments of 50% FTE or greater and (2) are neither tenured nor eligible for tenure. This policy does not apply to adjunct faculty as defined by II-1.07(A) University of Maryland Policy on the Employment of Adjunct Faculty. Instructional faculty who are: (1) neither tenured nor eligible for tenure and (2) are either compensated on a course-by-course basis or on salaried appointments at less than 50% are covered by II-1.07(A) University of Maryland Policy on the Employment of Adjunct Faculty.

STANDARD EMPLOYMENT ELEMENTS

1. **Credentials:** Each department or unit shall develop written standards for the academic degrees or professional certifications and/or professional experience required for appointment to part-time professional track (PTPT) and full-time professional track instructional faculty (FTPT) ranks. These standards should be appropriate for the needed instructional level.
2. **Search Procedures:** Hiring of PTPT and FTPT faculty members should be conducted under procedures that will ensure the selection of qualified professionals. Each department or unit shall develop written procedures for evaluating credentials and selecting faculty.
3. **Written Contracts:** All FTPT and PTPT faculty members shall be provided with clear written and approved contracts prior to the beginning of their assignment. The contract shall stipulate the term of the contract, the salary, assignments and expectations, expected notification about renewal or nonrenewal, resources, and performance-evaluation policies and procedures.
4. **Support for Teaching:** In the best interest of students, all FTPT and PTPT instructional faculty members should be provided with the necessary and appropriate department or unit support for the execution of their duties. These resources should conform to departmental practices with respect to assistance in ordering books, duplication of class syllabi and examination questions, provision of teaching supplies. Care should be taken to ensure that students can have access to FTPT and PTPT faculty members through

mailboxes, appropriate spaces for meeting students, electronic mail, telephones, etc. Where appropriate and feasible, and with the agreement of the department faculty, the professional development of FTPT and PTPT faculty members should be supported. This may include extending invitations to departmental and institutional faculty development events.

5. Performance Evaluation: Each department shall have written procedures for evaluating FTPT and PTPT faculty performance on a regular schedule, as required by BOR Policy II-1.20. Evaluations shall be kept on record in a personnel file and shall be consulted when decisions are made about rank, salary, and contract renewal. FTPT and PTPT faculty members shall have the opportunity to review each evaluation and sign off on it.

CONTRACT COMPONENTS

6. Term of Employment: Normally, initial contracts for FTPT instructional faculty should be for one academic year, and initial contracts for PTPT instructional faculty should be for a period of one semester. Departments are encouraged to offer two or three year contracts to FTPT faculty members with records of long-term satisfactory service verified by written evaluations of performance and to offer longer-term contracts, not to exceed three years, to PTPT instructional faculty in cases of demonstrated departmental need.
7. Notice of Non-Renewal: FTPT instructional faculty should receive adequate notice of non-renewal of contracts as specified in Board of Regents Policy II-1.00 University System Policy on Appointment, Rank, and Tenure of Faculty (section 1. C. 12). PTPT instructional faculty should receive at least 30 days of notice of non-renewal prior to the end of a current contract. ~~After five or more years of continuous service, a~~Any PTPT or FTPT instructional faculty member whose contract is not renewed should be informed in writing of ~~the basis of a~~ **reason for the** decision not to renew. The faculty member has the right to appeal the decision consistent with the institution's faculty grievance policy and procedures.
8. Faculty Grievance: Departments shall inform PTPT and FTPT instructional faculty members that they have full access to the faculty grievance procedure. Grievances may include the non-renewal of a contract.
9. Teaching Assignment: Whenever possible, departments should provide notice of projected teaching assignment(s) at least 45 days prior to the start of classes to allow for appropriate preparation. In addition, all contracts should specify the consequences of the class being cancelled prior to the start of classes.

INTEGRATION INTO THE INSTITUTION

10. Faculty Participation: Each department or unit should make every effort to integrate FTPT and PTPT faculty members into the scholarly, intellectual and academic life of the department or unit, and institution. Departments are encouraged to have policies aimed toward this integration.

11. Shared Governance: All FTPT and PTPT faculty should be informed of the procedures and calendar for the election of their representatives in the University Senate.
12. Ranks: The University should confer appropriate, professional track instructional faculty ranks commensurate with credentials and professional experience. For long-term PTPT and FTPT instructional faculty, academic units should consider the development of procedures for progression in rank.



**Proposal to Review Policy and Practice Surrounding PTK Non-Renewals
(Senate Document #18-19-33)
Faculty Affairs Committee | Chair: Jack Blanchard**

The Senate Executive Committee (SEC) and Senate Chair Walsh request that the Faculty Affairs Committee review the *Proposal to Review Policy and Practice Surrounding PTK Non-Renewals*.

Specifically, it asks that you:

1. Review the [University of Maryland Policy on Full-Time and Part-Time Professional Track Instructional Faculty II-1.00\(F\)](#).
2. Review the [University of Maryland Policy on the Employment of Adjunct Faculty II-1.07\(A\)](#).
3. Review the [University of Maryland Policies and Procedures Governing Faculty Grievances II-4.00\(A\)](#).
4. Review the [UM Guidelines for Appointment, Evaluation, and Promotion of Professional Track Faculty](#).
5. Review the 2017-2018 Faculty Ombuds Office Report.
6. Review similar policies and procedures related to non-tenure-track faculty at Big 10 and other peer institutions.
7. Consult with the proposers.
8. Consult with a representative of the Office of Faculty Affairs.
9. Consult with the Faculty Ombuds Officer.
10. Consult with the Executive Secretary & Director of the Senate.
11. Consider whether issues related to non-renewal should be aligned with the principles in [UM Guidelines for Appointment, Evaluation, and Promotion of Professional Track Faculty](#).
12. Consider whether all professional track faculty, regardless of appointment type, who have been continuously employed at the University for some period of time should receive an explanation for any non-renewals of contracts and have a channel to discuss any concerns.
13. Consider what length of employment is appropriate to warrant an explanation for any non-renewals of contracts for professional track faculty.

14. Consider whether the definition of “continuous service” in II-1.00(F) should be clarified.
15. Consider whether the University of Maryland Policy on Full-Time and Part-Time Professional Track Instructional Faculty should be broadened to include all professional track faculty, regardless of instructional, research, or extension faculty status.
16. Consult with a representative of the Office of General Counsel on any proposed changes to University policy or associated guidelines.
17. If appropriate, recommend whether University policy should be revised and submit recommendations for Senate consideration.

We ask that you submit a report to the Senate Office no later than **March 30, 2020**. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.



Proposal to Review Policy and Practice Surrounding PTK Non-Renewals

NAME/TITLE	Marc Pound (Research Scientist), Tracy Huard (Associate Director, CRESST)		
EMAIL	mpound@umd.edu , thuard@astro.umd.edu	PHONE	x5-1520, x5-2059
UNIT	Astronomy	CONSTITUENCY	PTK Faculty

DESCRIPTION OF ISSUE

Since the findings of the Non-Tenure Track Faculty Task Force were approved in April 2013, the University has been considering various policy and procedural changes to improve the work environment and professional work opportunities for professional track faculty at the University of Maryland. Over the past five years, faculty titles and promotion processes have become highly regularized, and both tenured/tenure-track (T/TT) and professional track (PTK) faculty have a better common understanding of the achievements and expertise of their PTK faculty colleagues.

Despite the significant improvements in the academic lives of PTK faculty, **fairness and consistency** with respect to non-renewal of their contracts remains a perennial problem.

Aspects of this issue are described in the *Faculty Ombuds Office Report 2017-2018.7 to the President and Senate*, which the SEC received on 09/21/2018. The Faculty Ombuds Officer has received several inquiries related to the non-renewal of PTK faculty contracts. These have led to formal faculty grievances adjudicated through the University’s faculty grievance policy. However, in some instances, PTK concerns about non-renewal cannot be addressed through the grievance process since administrators *are not required to provide a rationale for non-renewals*. This has caused misunderstanding and concern from PTK faculty who feel the they are being treated unfairly but have no way to address their concerns. We note that the number of faculty who self-reported to the Ombuds office is necessarily a lower limit to the actual number who feel similarly aggrieved. The Ombuds report concludes the problem of an inconsistent and seemingly unfair non-renewal process is prevalent enough to warrant serious attention.

Policy Inconsistencies

The *University of Maryland Policy on Full-Time and Part-Time Professional Track Instructional Faculty* (II-1.00[F]) has not been updated since many of the recent developments in policy and practice for PTK faculty appointments went into effect. This policy specifies appointment details, contract terms, and faculty rights and responsibilities, but may not be consistent with the *UM Guidelines for Appointment, Evaluation, and Promotion of PTK Faculty* or other recent policy changes. This policy also only applies to instructional faculty, though research and extension faculty should have the same basic rights and protections in University policy.

In particular there are differences in the handling of non-renewal of contracts across categories of PTK faculty. Policy II-1.00(F) requires a reason to be given only for non-renewal of faculty who have “five or more years of continuous service.” The policy on [Adjunct Faculty](#) (II-1.07[A]) requires regular performance evaluations for adjunct faculty and requires that evaluations be kept in a personnel file and consulted when decisions on promotion, compensation, and subsequent appointments are made. Also it states, "Prior to terminating an Adjunct faculty member's appointment before the end of its term, the faculty member shall be offered an opportunity to meet and discuss the matter." Non-renewal or termination of non-adjunct PTK faculty does not require performance evaluations to be considered nor is there any requirement that the faculty be offered an opportunity for discussion.

Finally, the five year “probationary” period is excessive considering it is comparable to the timescale at which a person would be considered for promotion. Certainly over this period of time the person would have undergone multiple evaluations, giving ample evidence to support (or not) a non-renewal for performance.

DESCRIPTION OF CHANGE YOU WOULD LIKE TO SEE

(a) Consider whether all PTK faculty regardless of appointment type who have been continuously employed at the University for some period of time should receive an explanation for any non-renewals of contracts and have a channel to discuss their concerns, and what that period of time should be. The definition of “continuous service” in II-1.00(F) should be clarified to avoid misunderstanding (e.g., if a person takes one semester off, is the clock reset?).

(b) Review the *University of Maryland Policy on Full-Time and Part-Time Professional Track Instructional Faculty* (II-1.00[F]) and consider whether it needs to be revised to be consistent with more recent policy and procedural changes related to PTK faculty. Pay particular attention to the language describing contract non-renewal. Also consider whether the policy should be broadened to include all PTK faculty, regardless of instructional, research, or extension faculty status. A broader policy could have separate provisions that apply to different categories of faculty as needed; for instance, a section in the policy on instructional faculty could describe details currently within the policy on teaching assignments and support for teaching provided by the institution.

SUGGESTION FOR HOW YOUR PROPOSAL WOULD BE PUT INTO PRACTICE

The Faculty Affairs Committee should be charged with reviewing the relevant policies and practices as described above, and recommend any changes and clarifications. FAC should consult with the Faculty Ombuds Officer, the Faculty Affairs Office, the Senate Executive Director, and the Office of the General Counsel.

ADDITIONAL INFORMATION

[University of Maryland Policy on Full-Time and Part-Time Professional Track Instructional Faculty II-1.00\(F\)](#)

[University of Maryland Policy on the Employment of Adjunct Faculty II-1.07\(A\)](#)

[UM Guidelines for Appointment, Evaluation, and Promotion of PTK Faculty](#)



Rename the Upper-Division Certificate in Lesbian, Gay, Bisexual and Transgender Studies to LGBTQ Studies (PCC 20005)

PRESENTED BY Valerie Orlando, Chair, Senate Programs, Curricula, and Courses Committee

REVIEW DATES SEC – November 18, 2020 | SENATE – December 8, 2020

VOTING METHOD In a single vote

RELEVANT POLICY/DOCUMENT N/A

NECESSARY APPROVALS Senate, President, University System of Maryland Chancellor, and Maryland Higher Education Commission

ISSUE

The Harriet Tubman Department of Women, Gender, and Sexuality Studies, within the College of Arts and Humanities, proposes to rename its Upper Division Certificate in Lesbian, Gay, Bisexual and Transgender Studies to LGBTQ (Lesbian, Gay, Bisexual, Transgender, and Queer) Studies. The new name more accurately reflects the content of the program, which includes Queer Studies, a field initiated in the 1990s and established through the 2000s and 2010s. Queer Studies holds that gender and sexuality are fluid, fragmented, and dynamic processes that can only be understood in the relation to raced and gendered power structures that vary according to historical and geographical location. The reflection of Queer Studies in the program name recognizes the breadth of perspectives on identity, representation, politics, and interlocking systems of oppression that comprise the growing, dynamic, and expansive field of the study of genders and sexualities today.

No other changes to the program are proposed at this time.

This proposal was approved by the Senate Programs, Curricula, and Courses committee on November 6, 2020.

RECOMMENDATION(S)

The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this name change.

COMMITTEE WORK

The committee considered this proposal at its meeting on November 6, 2020. Alexis Lothian and Gwen Warman, from the Harriet Tubman Department of Women, Gender, and Sexuality Studies, and Ralph Bauer, from the College of Arts and Humanities, presented the proposal and answered questions from the committee. The proposal was approved by the committee.

ALTERNATIVES

The Senate could decline to approve this program name change.

RISKS

If the Senate declines to approve this new name, the university will lose an opportunity to reflect more accurately the evolving content of this upper-division certificate program.

FINANCIAL IMPLICATIONS

There are no significant financial implications with changing the name of a certificate program. No other aspects of the program are changing.

500: LGBTQ STUDIES CERTIFICATE

In Workflow

1. D-WMST Curriculum Manager (gwarman@umd.edu)
2. D-WMST PCC Chair (rzambran@umd.edu)
3. D-WMST Chair (rzambran@umd.edu)
4. ARHU Curriculum Manager (bauerr@umd.edu; myuen@umd.edu)
5. ARHU PCC Chair (acaneque@umd.edu; bauerr@umd.edu; myuen@umd.edu)
6. ARHU Dean (bauerr@umd.edu; myuen@umd.edu)
7. Academic Affairs Curriculum Manager (mcolson@umd.edu)
8. Senate PCC Chair (mcolson@umd.edu; vorlando@umd.edu)
9. University Senate Chair (mcolson@umd.edu)
10. President (mcolson@umd.edu)
11. Chancellor (mcolson@umd.edu)
12. MHEC (mcolson@umd.edu)
13. Provost Office (mcolson@umd.edu)
14. Undergraduate Catalog Manager (lyokoi@umd.edu; wbryan@umd.edu)

Approval Path

1. Fri, 27 Mar 2020 21:02:39 GMT
Gwen Warman (gwarman): Approved for D-WMST Curriculum Manager
2. Mon, 30 Mar 2020 16:27:24 GMT
Ruth Zambrana (rzambran): Approved for D-WMST PCC Chair
3. Mon, 30 Mar 2020 19:18:45 GMT
Ruth Zambrana (rzambran): Approved for D-WMST Chair
4. Thu, 07 May 2020 21:11:35 GMT
Betsy Yuen (myuen): Approved for ARHU Curriculum Manager
5. Mon, 11 May 2020 18:07:49 GMT
Alejandro Canequé (acaneque): Approved for ARHU PCC Chair
6. Mon, 11 May 2020 18:39:33 GMT
Ralph Bauer (bauerr): Approved for ARHU Dean
7. Mon, 02 Nov 2020 14:36:46 GMT
Michael Colson (mcolson): Approved for Academic Affairs Curriculum Manager
8. Fri, 06 Nov 2020 15:25:05 GMT
Valerie Orlando (vorlando): Approved for Senate PCC Chair

History

1. Aug 29, 2019 by Linda Yokoi (lyokoi)
2. Aug 29, 2019 by Linda Yokoi (lyokoi)
3. Oct 17, 2019 by William Bryan (wbryan)
4. Mar 25, 2020 by William Bryan (wbryan)

Date Submitted: Fri, 27 Mar 2020 19:27:09 GMT

Viewing: 500 : LGBTQ Studies Certificate

Last approved: Wed, 25 Mar 2020 13:38:11 GMT

Last edit: Thu, 22 Oct 2020 13:54:53 GMT

Changes proposed by: Gwen Warman (gwarman)

Proposed Action

Rename Program

Program Name

LGBTQ Studies Certificate

Program Status

Active

Effective Term

Fall 2020

Catalog Year

2020-2021

Program Level

Undergraduate Program

Program Type

Undergraduate Certificate

Delivery Method

On Campus

Departments

Department

Women's Studies

Colleges

College

Arts and Humanities

Program/Major Code

9Z009

MHEC Inventory Program

Lesbian, Gay, Bisexual and Transgender Studies

CIP Code

050208 - Gay/Lesbian Studies.

HEGIS

499960

Degree(s) Awarded

Degree Awarded

Certificate, Upper Division

Proposal Contact

Gwen Warman and Ruth Enid Zambrana

Proposal Summary

This proposal is to add the word Queer to the name of the certificate program, to become LGBTQ Studies, as explained in the rationale below.
(PCC Log Number 20005)

Program and Catalog Information

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

The Lesbian, Gay, Bisexual, and Transgender Studies Certificate Program provides students an opportunity for interdisciplinary study of the lives, experiences, identities, and representations of LGBT people. Any student in good standing may enroll in the certificate program by declaring their intention to the Women's Studies Department.

Catalog Program Requirements:

Course	Title	Credits
Required Core Curriculum		
Foundation Course		3
LGBT200	Introduction to Lesbian, Gay, Bisexual, and Transgender Studies	
Capstone Course (select one of the following)		3
LGBT386	Lesbian, Gay, Bisexual, and Transgender Community Organization Internship	
LGBT488	Seminar in Lesbian, Gay, Bisexual, and Transgender Studies	
Elective Courses ¹		15
Total Credits		21

¹ **Elective Courses:** Students must take five elective courses, at least three of which must be upper division. Electives must cover at least three of the following six thematic areas. Courses may be designated by the faculty who are teaching them as covering more than one of these areas. Students may also request that courses be counted as covering one or more areas.

1. Arts, Technology and Cultural Production
2. Transnational Politics and Perspectives
3. Institutions, Politics, and/or social Movements
4. Race, Ethnicity, and Class
5. Transgender Studies
6. Queer and/or Feminist Theory

Consult the department for eligible courses in each area.

Other Program Requirements:

- No course earned with a grade below "C-" will count toward the certificate in LGBT Studies.
- An overall GPA of 2.0 in the certificate is required for graduation.
- Students may use a maximum of nine credits (or three courses) to satisfy the requirements of both their major and the certificate in LGBT Studies.
- No more than nine of the required credits may be taken at an institution other than the University of Maryland, College Park.

List the intended student learning outcomes. In an attachment, provide the plan for assessing these outcomes.

Learning Outcomes

Students will demonstrate familiarity with major concepts and vocabulary in the field of LGBTQ Studies.

Students will understand and be able to critique key developments in LGBTQ thought as strategies of social change and production of knowledge about gender and sexuality in the context of social relations of difference and power.

Students will demonstrate critical reasoning and research skills in the field of LGBTQ Studies.

Program Modification Information

Impact on current students. It should be specifically acknowledged that students enrolled in the program prior to the effective date of any curriculum change may complete their program under the old requirements if they wish. The courses required must remain available, or suitable substitutions specifically designated.

No impact on students. Prior to the effective date of this name change, students may complete their program under the old requirements if they wish and all courses (or equivalent courses) to complete these requirements will remain available.

Linked Programs

Renaming Program

Provide a rationale for renaming the program.

Both the name of the revised certificate and the name of the area of concentration within the Women's Studies major to which it corresponds have been changed from LGBT (Lesbian, Gay Bisexual, and Transgender) to LGBTQ (Lesbian, Gay, Bisexual, Transgender, and Queer) Studies. Queer studies, a field initiated in the 1990s and established through the 2000s and 2010s, holds that gender and sexuality are fluid, fragmented, and dynamic processes that can only be understood in relation to raced and gendered power structures that vary according to historical and geographical location. Naming it alongside lesbian, gay, bisexual, and transgender studies recognizes the breadth of perspectives on identity, representation, politics, and interlocking systems of oppression that comprise the growing, dynamic, and expansive field of the study of genders and sexualities today.

Key: 500



Rename the Bachelor of Arts in “Germanic Studies” to “German Studies” (PCC 20035)

PRESENTED BY Valerie Orlando, Chair, Senate Programs, Curricula, and Courses Committee

REVIEW DATES SEC – November 18, 2020 | SENATE – December 8, 2020

VOTING METHOD In a single vote

RELEVANT POLICY/DOCUMENT N/A

NECESSARY APPROVALS Senate, President, University System of Maryland Chancellor, and Maryland Higher Education Commission

ISSUE

The School of Languages, Literatures, and Cultures (SLLC), within the College of Arts and Humanities, proposes to rename its Bachelor of Arts in “Germanic Studies” to “German Studies.” The new name aligns with how bachelor’s programs in German are titled at peer institutions. Additionally, the new name more accurately reflects the expertise of the existing faculty and the content of the existing curriculum, which focuses on German studies as opposed to the broader Germanic studies, which includes the literatures and cultures of Scandinavia. The program has no plans to rehire in the field of Scandinavian literature and culture in the future.

No other changes to the program are proposed at this time.

This proposal was approved by the Senate Programs, Curricula, and Courses committee on November 6, 2020.

RECOMMENDATION(S)

The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this name change.

COMMITTEE WORK

The committee considered this proposal at its meeting on November 6, 2020. Julie Koser, from the School of Languages, Literatures, and Cultures, and Ralph Bauer, from the College of Arts and Humanities, presented the proposal and answered questions from the committee. The proposal was approved by the committee.

ALTERNATIVES

The Senate could decline to approve this program name change.

RISKS

If the Senate declines to approve this new name, the university will lose an opportunity to reflect more accurately content of the program as well as the faculty expertise in the German area of the SLLC.

FINANCIAL IMPLICATIONS

There are no significant financial implications with changing the name of the academic program. No other aspects of the program are changing.

486: GERMAN STUDIES MAJOR

In Workflow

1. D-SLLC Curriculum Manager (bshackel@umd.edu; ly@umd.edu)
2. D-SLLC PCC Chair (bshackel@umd.edu; ly@umd.edu)
3. D-SLLC Chair (lcclough@umd.edu; ly@umd.edu)
4. ARHU Curriculum Manager (bauerr@umd.edu; myuen@umd.edu)
5. ARHU PCC Chair (acaneque@umd.edu; bauerr@umd.edu; myuen@umd.edu)
6. ARHU Dean (bauerr@umd.edu; myuen@umd.edu)
7. Academic Affairs Curriculum Manager (mcolson@umd.edu)
8. Senate PCC Chair (mcolson@umd.edu; vorlando@umd.edu)
9. University Senate Chair (mcolson@umd.edu)
10. President (mcolson@umd.edu)
11. Chancellor (mcolson@umd.edu)
12. MHEC (mcolson@umd.edu)
13. Provost Office (mcolson@umd.edu)
14. Undergraduate Catalog Manager (lyokoi@umd.edu; wbryan@umd.edu)

Approval Path

1. Mon, 29 Jun 2020 21:19:27 GMT
Mehl Penrose (mpenrose): Approved for D-SLLC Curriculum Manager
2. Mon, 29 Jun 2020 21:21:07 GMT
Mehl Penrose (mpenrose): Approved for D-SLLC PCC Chair
3. Mon, 29 Jun 2020 21:22:00 GMT
Mehl Penrose (mpenrose): Approved for D-SLLC Chair
4. Fri, 18 Sep 2020 16:40:15 GMT
Ralph Bauer (bauerr): Approved for ARHU Curriculum Manager
5. Fri, 18 Sep 2020 16:40:48 GMT
Ralph Bauer (bauerr): Approved for ARHU PCC Chair
6. Fri, 18 Sep 2020 17:34:35 GMT
Ralph Bauer (bauerr): Approved for ARHU Dean
7. Mon, 02 Nov 2020 14:37:08 GMT
Michael Colson (mcolson): Approved for Academic Affairs Curriculum Manager
8. Fri, 06 Nov 2020 15:25:00 GMT
Valerie Orlando (vorlando): Approved for Senate PCC Chair

History

1. Aug 11, 2019 by clmig-jwehrheim
2. Oct 16, 2019 by William Bryan (wbryan)
3. Mar 3, 2020 by Mehl Penrose (mpenrose)

Date Submitted: Mon, 29 Jun 2020 21:05:03 GMT

Viewing: 486 : German Studies Major

Last approved: Tue, 03 Mar 2020 18:02:55 GMT

Last edit: Thu, 08 Oct 2020 14:53:32 GMT

Changes proposed by: Julie Koser (jkoser)

Proposed Action

Rename Program

Program Name

German Studies Major

Program Status

Active

Effective Term

Spring 2021

Catalog Year

2020-2021

Program Level

Undergraduate Program

Program Type

Undergraduate Major

Delivery Method

On Campus

Departments

Department

School of Languages, Literatures, and Cultures

Colleges

College

Arts and Humanities

Program/Major Code

11030

MHEC Inventory Program

Germanic Studies

CIP Code

160501 - German Language and Literature.

HEGIS

110300

Degree(s) Awarded

Degree Awarded

Bachelor of Arts

Proposal Contact

jkoser@umd.edu

Proposal Summary

We are proposing a name change for the BA major (and minor), MA, and PhD programs in order to bring them in line with peer institutions and the current state of the field. Additionally, this change will more accurately reflect the expertise of existing faculty and the content of curriculum offered at both the undergraduate and graduate levels. The existing name "Germanic" accommodated the expertise of faculty members who researched and taught on the literatures and cultures of Scandinavia. These faculty members have since retired and the program has no plans to hire in these fields in the future. For these reasons, the program requests approval to rename the programs "German Studies."

(PCC Log Number 20035)

Program and Catalog Information

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

The 36-credit BA in Germanic Studies is centered on the study of the German language as well as the literatures and cultures of Germanic peoples. Students who complete the requirements for the major can expect to be able to speak, read, write, and understand German at a level that would

allow them to communicate with native speakers. Additionally, students will be able to recognize and interpret the diverse cultural perspectives and products of the German-speaking world, in order to be culturally sensitive members of society.

Catalog Program Requirements:

Prerequisite: 8 credits: GERM103 and GERM203 or equivalent

Course	Title	Credits
College Requirements (https://academiccatalog.umd.edu/undergraduate/colleges-schools/arts-humanities/#collegerequirementstext)		
Core Language Sequence		
GERM204	German Grammar Review	3
GERM301	Conversation and Composition I: The German-Speaking World	3
GERM302	Conversation and Composition II: Current Topics in German-Speaking Society	3
Area Requirements ¹		
Select a minimum of 6 credits of the following language courses:		6
GERM315	Practicum in Translation I	
GERM319	Selected Topics in Germanic Language Studies	
GERM402	Advanced Conversation and Composition	
GERM419	Selected Topics in German Language Studies	
GERM473	Variation in Contemporary German Language	
Select a minimum of 6 credits of the following literature courses:		6
GERM320	Survey of German Studies	
GERM322	Highlights of German Literature and Culture	
GERM436	The Usual Suspects: Criminals in German Literature and Film	
GERM439	Selected Topics in German Literature	
GERM442	Gender and Sexuality in German Literature and Society	
GERM443	Literature as Cultural Discourse	
GERM444	The German-Jewish Experience	
GERM458	Literary or Media Genres	
Select a minimum of 6 credits of the following culture courses:		6
GERM255	Once Upon a Time: Fairy Tales of the Brothers Grimm ²	
GERM289	Selected Topics in the Cultures of the Germanic Speaking Countries	
GERM299	Special Topics in Germanic Studies	
GERM383	The 'Warrior' in German Culture: From Valiant Knights to Brazen Terrorists	
GERM385	German Cinema	
GERM389	Topics in Germanic Culture ²	
GERM399	Selected Topics in Germanic Studies	
GERM441	Border Crossings and Cultural Transfers	
GERM449	Selected Topics in Germanic Studies	
GERM489	Social Issues in German Culture	
Select two 3xx or 4xx level elective courses		6
Capstone Seminar Course		
GERM488	Capstone Seminar	3

Total Credits 36

¹ A minimum of two 3xx or 4xx level courses in each of three areas: language, literature, and culture and 2 electives.

² Taught in English

Students must earn a grade of "C-" or higher in each course applied toward a major or minor in the School of Languages, Literatures, and Cultures. Additionally, an overall GPA of 2.0 in a major or minor is required for graduation.

Language of Instruction

No more than 6 credits of the 36 total required may be satisfied by courses taught in English. With the approval of the German Studies advisor, 3 of the 6 credits may be taken outside the department.

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. For undergraduate programs, this should be the four-year plan.

Please see attachments for sample current 4-year academic plan and proposed new advising worksheet.

This scenario presupposes a student declaring the major in their sophomore year and placing into GERM 204. * denotes Gen Ed course.

Year 1

Fall: Total GERM credits: 0

Spring: Total GERM credits: 0

Year 2

Fall: GERM 204: German Grammar Review (3); GERM 301: Conversation and Composition I (3); GERM 2xx [elective] (3). TOTAL GERM credits: 9

Spring: GERM 302: Conversation and Composition II (3); GERM 320*: Survey of German Studies (3). TOTAL GERM credits: 15

Year 3

Fall: GERM 402: Advanced Conversation and Composition (3); GERM 322: Highlights of German Literature and Culture (3). TOTAL GERM credits: 21

Spring: GERM 356: German for the Professions (3); GERM 4x8 or Elective (3). TOTAL GERM credits: 27

Year 4

Fall: GERM 4x8 [or elective if not already taken] (3); GERM 4x8. TOTAL GERM credits: 33

Spring: GERM 488: German Capstone Seminar (3). **TOTAL GERM credits: 36**

List the intended student learning outcomes. In an attachment, provide the plan for assessing these outcomes.

Learning Outcomes

Students will be able to communicate effectively in writing in German by demonstrating accuracy in use of grammatical structures, using appropriate linguistic register, formulating persuasive arguments supported with appropriate textual evidence and incorporating secondary literature.

Students will be able to critically interpret written texts in a variety of genres (literature, realia, correspondence, newspaper and magazine articles, poems, dramas, etc.) and demonstrate knowledge of literary concepts.

Students will be able to communicate effectively in spoken German, demonstrating accuracy in use of grammatical structures, using appropriate linguistic register, and demonstrating a fluency in speaking that includes pronunciation that does not interfere with communication.

Students will be able to demonstrate knowledge of the institutions, values, and cultural products of Germany and/or the German-speaking world.

Program Modification Information

Impact on current students. It should be specifically acknowledged that students enrolled in the program prior to the effective date of any curriculum change may complete their program under the old requirements if they wish. The courses required must remain available, or suitable substitutions specifically designated.

There will be no impact on current students in completing degree requirements due to renaming of the program.

Linked Programs

Renaming Program

Provide a rationale for renaming the program.

We are proposing a name change for the BA major (and minor), MA, and PhD programs in order to bring them in line with peer institutions and the current state of the field. Additionally, this change will more accurately reflect the expertise of existing faculty and the content of curriculum offered at both the undergraduate and graduate levels. The existing name "Germanic" accommodated the expertise of faculty members who researched and taught on the literatures and cultures of Scandinavia. These faculty members have since retired and the program has no plans to hire in these fields in the future. For these reasons, the program requests approval to rename the programs "German Studies."

Supporting Documents

Attachments

German major sample 4-year plan.xls

German Studies Major Catalog description.docx

Reviewer Comments

Julie Koser (jkoser) (Mon, 29 Jun 2020 21:07:24 GMT): Would also like abbreviation to match MA and PhD degrees (GERS) rather than (GERM)

Ralph Bauer (bauerr) (Fri, 18 Sep 2020 17:31:55 GMT): I was unable to edit the fields for the catalog description and the sample plan, which the program provided upon request from the ARHU PCC committee. I have attached them to the proposal instead.

Key: 486



Rename the Master of Arts in “German Language and Literature” to “German Studies” (PCC 20037)

PRESENTED BY Valerie Orlando, Chair, Senate Programs, Curricula, and Courses Committee

REVIEW DATES SEC – November 18, 2020 | SENATE – December 17, 2020

VOTING METHOD In a single vote

RELEVANT POLICY/DOCUMENT N/A

NECESSARY APPROVALS Senate, President, University System of Maryland Chancellor, and Maryland Higher Education Commission

ISSUE

The School of Languages, Literatures, and Cultures (SLLC), within the College of Arts and Humanities, proposes to rename its Master of Arts in “German Language and Literature” to “German Studies.” German Studies more accurately reflects the range of topics studied in the program, which includes cultural elements other than language and literature. The new name also aligns with how German graduate programs are titled at peer institutions.

This proposal is also being submitted with proposals to rename the minor, bachelor’s and Ph.D. programs so that all of the program names will be titled German Studies. No other changes to the program are proposed at this time.

This proposal was approved by the Senate Programs, Curricula, and Courses committee on November 6, 2020.

RECOMMENDATION(S)

The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this name change.

COMMITTEE WORK

The committee considered this proposal at its meeting on November 6, 2020. Julie Koser, from the School of Languages, Literatures, and Cultures, and Ralph Bauer, from the College of Arts and Humanities, presented the proposal and answered questions from the committee. The proposal was approved by the committee.

ALTERNATIVES

The Senate could decline to approve this program name change.

RISKS

If the Senate declines to approve this new name, the university will lose an opportunity to reflect more accurately the content of the program.

FINANCIAL IMPLICATIONS

There are no significant financial implications with changing the name of the academic program. No other aspects of the program are changing.

295: GERMAN STUDIES (GERS)

In Workflow

1. D-SLLC Curriculum Manager (bshackel@umd.edu; ly@umd.edu)
2. D-SLLC PCC Chair (bshackel@umd.edu; ly@umd.edu)
3. D-SLLC Chair (lcclough@umd.edu; ly@umd.edu)
4. ARHU Curriculum Manager (bauerr@umd.edu; myuen@umd.edu)
5. ARHU PCC Chair (acaneque@umd.edu; bauerr@umd.edu; myuen@umd.edu)
6. ARHU Dean (bauerr@umd.edu; myuen@umd.edu)
7. Academic Affairs Curriculum Manager (mcolson@umd.edu)
8. Graduate School Curriculum Manager (aambrosi@umd.edu)
9. Graduate PCC Chair (aambrosi@umd.edu)
10. Dean of the Graduate School (sfetter@umd.edu; aambrosi@umd.edu)
11. Senate PCC Chair (mcolson@umd.edu; vorlando@umd.edu)
12. University Senate Chair (mcolson@umd.edu)
13. President (mcolson@umd.edu)
14. Chancellor (mcolson@umd.edu)
15. MHEC (mcolson@umd.edu)
16. Provost Office (mcolson@umd.edu)
17. Graduate Catalog Manager (aambrosi@umd.edu)

Approval Path

1. Mon, 29 Jun 2020 21:20:17 GMT
Mehl Penrose (mpenrose): Approved for D-SLLC Curriculum Manager
2. Mon, 29 Jun 2020 21:21:16 GMT
Mehl Penrose (mpenrose): Approved for D-SLLC PCC Chair
3. Mon, 29 Jun 2020 21:22:10 GMT
Mehl Penrose (mpenrose): Approved for D-SLLC Chair
4. Wed, 09 Sep 2020 19:15:44 GMT
Betsy Yuen (myuen): Approved for ARHU Curriculum Manager
5. Wed, 16 Sep 2020 18:11:04 GMT
Alejandro Caneque (acaneque): Approved for ARHU PCC Chair
6. Fri, 18 Sep 2020 17:34:15 GMT
Ralph Bauer (bauerr): Approved for ARHU Dean
7. Wed, 21 Oct 2020 19:27:26 GMT
Michael Colson (mcolson): Approved for Academic Affairs Curriculum Manager
8. Sun, 01 Nov 2020 14:40:24 GMT
Angela Ambrosi (aambrosi): Approved for Graduate School Curriculum Manager
9. Sun, 01 Nov 2020 14:47:53 GMT
Angela Ambrosi (aambrosi): Approved for Graduate PCC Chair
10. Mon, 02 Nov 2020 15:38:20 GMT
Steve Fetter (sfetter): Approved for Dean of the Graduate School
11. Fri, 06 Nov 2020 15:24:46 GMT
Valerie Orlando (vorlando): Approved for Senate PCC Chair

History

1. Sep 12, 2019 by Angela Ambrosi (aambrosi)
2. Oct 16, 2019 by William Bryan (wbryan)

Date Submitted: Mon, 29 Jun 2020 20:58:27 GMT

Viewing: 295 : German Studies (GERS)

Last approved: Wed, 16 Oct 2019 14:52:47 GMT

Last edit: Thu, 08 Oct 2020 14:54:23 GMT

Changes proposed by: Julie Koser (jkoser)

Proposed Action

Rename Program

Program Name

German Studies (GERS)

Program Status

Active

Effective Term

Spring 2021

Catalog Year

2020-2021

Program Level

Graduate Program

Program Type

Master's

Delivery Method

On Campus

Departments

Department

School of Languages, Literatures, and Cultures

Colleges

College

Arts and Humanities

Program/Major Code

GERS

MHEC Inventory Program

German Language and Literature

CIP Code

160501 - German Language and Literature.

HEGIS

110300

Degree(s) Awarded

Degree Awarded

Master of Arts

Proposal Contact

jkoser@umd.edu

Proposal Summary

We are proposing a name change for the BA major (and minor), MA, and PhD programs in order to bring them in line with peer institutions and the current state of the field. Additionally, this change will more accurately reflect the expertise of existing faculty and the content of curriculum offered at both the undergraduate and graduate levels. The existing name "Germanic" accommodated the expertise of faculty members who researched and taught on the literatures and cultures of Scandinavia. These faculty members have since retired and the program has no plans to hire in these fields in the future. For these reasons, the program requests approval to rename the programs "German Studies."

(PCC Log Number 20037)

Program and Catalog Information

Catalog Program Requirements:

Thesis option: 30 credits

Non-thesis option: 30 credits

The M.A. degree program offers both a thesis and non-thesis option. For the thesis option, the student must complete 24 hours of coursework, the thesis with oral defense and a written comprehensive examination. The non-thesis option requires 30 hours of coursework, a mini-thesis with oral defense and a written comprehensive examination. For both options the comprehensives consist of two three-hour examinations based on the coursework and the M.A. reading list.

Course	Title	Credits
GERM620	Methods of German Literary Studies I: Theory	3
German courses at the 600-800 level		15
Thesis or Non-Thesis Requirements		12
Thesis:		
Electives		
GERM799	Master's Thesis Research	
Pass an oral defense and a written Master's comprehensive exam		
Non-Thesis:		
Electives		
Written Master's comprehensive exam		
Total Credits		30

¹ All Teaching Assistants are required to take SLLC601 for one credit. This course counts towards the total credits required.

Program Modification Information

Impact on current students. It should be specifically acknowledged that students enrolled in the program prior to the effective date of any curriculum change may complete their program under the old requirements if they wish. The courses required must remain available, or suitable substitutions specifically designated.

There is no significant impact on current students in completion of their program with the requested name change of the program.

Linked Programs

Renaming Program

Provide a rationale for renaming the program.

We are proposing a name change for the BA major (and minor), MA, and PhD programs in order to bring them in line with peer institutions and the current state of the field. Additionally, this change will more accurately reflect the expertise of existing faculty and the content of curriculum offered at both the undergraduate and graduate levels. The existing name "Germanic" accommodated the expertise of faculty members who researched and taught on the literatures and cultures of Scandinavia. These faculty members have since retired and the program has no plans to hire in these fields in the future. For these reasons, the program requests approval to rename the programs "German Studies."

Key: 295



Rename the Ph.D. in “German Language and Literature” to “German Studies” (PCC 20038)

PRESENTED BY Valerie Orlando, Chair, Senate Programs, Curricula, and Courses Committee

REVIEW DATES SEC – November 18, 2020 | SENATE – December 17, 2020

VOTING METHOD In a single vote

**RELEVANT
POLICY/DOCUMENT**

**NECESSARY
APPROVALS** Senate, President, University System of Maryland Chancellor, and Maryland
Higher Education Commission

ISSUE

The School of Languages, Literatures, and Cultures (SLLC), within the College of Arts and Humanities, proposes to rename its Ph.D. in “German Language and Literature” to “German Studies.” German Studies more accurately reflects the range of topics studied in the program, which includes cultural elements other than language and literature. The new name also aligns with how German graduate programs are titled at peer institutions.

This proposal is also being submitted with proposals to rename the minor, bachelor’s and master’s programs so that all of the program names will be titled German Studies. No other changes to the program are proposed at this time.

This proposal was approved by the Senate Programs, Curricula, and Courses committee on November 6, 2020.

RECOMMENDATION(S)

The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this name change.

COMMITTEE WORK

The committee considered this proposal at its meeting on November 6, 2020. Julie Koser, from the School of Languages, Literatures, and Cultures, and Ralph Bauer, from the College of Arts and Humanities, presented the proposal and answered questions from the committee. The proposal was approved by the committee.

ALTERNATIVES

The Senate could decline to approve this program name change.

RISKS

If the Senate declines to approve this new name, the university will lose an opportunity to reflect more accurately the content of the program.

FINANCIAL IMPLICATIONS

There are no significant financial implications with changing the name of the academic program. No other aspects of the program are changing.

296: GERMAN STUDIES (GERS)

In Workflow

1. D-SLLC Curriculum Manager (bshackel@umd.edu; ly@umd.edu)
2. D-SLLC PCC Chair (bshackel@umd.edu; ly@umd.edu)
3. D-SLLC Chair (lcclough@umd.edu; ly@umd.edu)
4. ARHU Curriculum Manager (bauerr@umd.edu; myuen@umd.edu)
5. ARHU PCC Chair (acaneque@umd.edu; bauerr@umd.edu; myuen@umd.edu)
6. ARHU Dean (bauerr@umd.edu; myuen@umd.edu)
7. Academic Affairs Curriculum Manager (mcolson@umd.edu)
8. Graduate School Curriculum Manager (aambrosi@umd.edu)
9. Graduate PCC Chair (aambrosi@umd.edu)
10. Dean of the Graduate School (sfetter@umd.edu; aambrosi@umd.edu)
11. Senate PCC Chair (mcolson@umd.edu; vorlando@umd.edu)
12. University Senate Chair (mcolson@umd.edu)
13. President (mcolson@umd.edu)
14. Chancellor (mcolson@umd.edu)
15. MHEC (mcolson@umd.edu)
16. Provost Office (mcolson@umd.edu)
17. Graduate Catalog Manager (aambrosi@umd.edu)

Approval Path

1. Mon, 29 Jun 2020 21:20:42 GMT
Mehl Penrose (mpenrose): Approved for D-SLLC Curriculum Manager
2. Mon, 29 Jun 2020 21:21:25 GMT
Mehl Penrose (mpenrose): Approved for D-SLLC PCC Chair
3. Mon, 29 Jun 2020 21:22:14 GMT
Mehl Penrose (mpenrose): Approved for D-SLLC Chair
4. Wed, 09 Sep 2020 19:15:51 GMT
Betsy Yuen (myuen): Approved for ARHU Curriculum Manager
5. Wed, 16 Sep 2020 18:11:06 GMT
Alejandro Caneque (acaneque): Approved for ARHU PCC Chair
6. Fri, 18 Sep 2020 17:33:27 GMT
Ralph Bauer (bauerr): Approved for ARHU Dean
7. Wed, 21 Oct 2020 19:27:30 GMT
Michael Colson (mcolson): Approved for Academic Affairs Curriculum Manager
8. Sun, 01 Nov 2020 14:40:29 GMT
Angela Ambrosi (aambrosi): Approved for Graduate School Curriculum Manager
9. Sun, 01 Nov 2020 14:47:55 GMT
Angela Ambrosi (aambrosi): Approved for Graduate PCC Chair
10. Mon, 02 Nov 2020 15:38:37 GMT
Steve Fetter (sfetter): Approved for Dean of the Graduate School
11. Fri, 06 Nov 2020 15:24:51 GMT
Valerie Orlando (vorlando): Approved for Senate PCC Chair

History

1. Sep 12, 2019 by Angela Ambrosi (aambrosi)
2. Oct 16, 2019 by William Bryan (wbryan)

Date Submitted: Mon, 29 Jun 2020 21:01:28 GMT

Viewing: 296 : German Studies (GERS)

Last approved: Wed, 16 Oct 2019 14:53:04 GMT

Last edit: Thu, 08 Oct 2020 14:54:48 GMT

Changes proposed by: Julie Koser (jkoser)

Proposed Action

Rename Program

Program Name

German Studies (GERS)

Program Status

Active

Effective Term

Spring 2021

Catalog Year

2020-2021

Program Level

Graduate Program

Program Type

Doctoral

Delivery Method

On Campus

Departments

Department

School of Languages, Literatures, and Cultures

Colleges

College

Arts and Humanities

Program/Major Code

GERS

MHEC Inventory Program

German Language and Literature

CIP Code

160501 - German Language and Literature.

HEGIS

110300

Degree(s) Awarded

Degree Awarded

Doctor of Philosophy

Proposal Contact

jkoser@umd.edu

Proposal Summary

We are proposing a name change for the BA major (and minor), MA, and PhD programs in order to bring them in line with peer institutions and the current state of the field. Additionally, this change will more accurately reflect the expertise of existing faculty and the content of curriculum offered at both the undergraduate and graduate levels. The existing name "Germanic" accommodated the expertise of faculty members who researched and taught on the literatures and cultures of Scandinavia. These faculty members have since retired and the program has no plans to hire in these fields in the future. For these reasons, the program requests approval to rename the programs "German Studies."

(PCC Log Number 20038)

Program and Catalog Information

Catalog Program Requirements:

Doctoral students must complete 24 credits of coursework beyond the master's degree over a period of at least one year at the University of Maryland in addition to 12 credits of doctoral dissertation research. Other doctoral requirements include:

1. a reading skill examination in a language other than English or German, which may be another Germanic language or a language related to the candidate's research;
2. comprehensive written examinations;
3. presentation of the dissertation, an original study in the field of specialization on a topic approved by the adviser and the examining committee; and
4. the oral defense of the dissertation (one to two hours)

Course	Title	Credits
Coursework beyond the master's degree		24
Dissertation Research Requirements		
GERM899	Doctoral Dissertation Research	12
Total Credits		36

Program Modification Information

Impact on current students. It should be specifically acknowledged that students enrolled in the program prior to the effective date of any curriculum change may complete their program under the old requirements if they wish. The courses required must remain available, or suitable substitutions specifically designated.

There will be no impact on current students enrolled in the program and their ability to complete the degree in a timely manner due to the renaming of the program.

Linked Programs

Renaming Program

Provide a rationale for renaming the program.

We are proposing a name change for the BA major (and minor), MA, and PhD programs in order to bring them in line with peer institutions and the current state of the field. Additionally, this change will more accurately reflect the expertise of existing faculty and the content of curriculum offered at both the undergraduate and graduate levels. The existing name "Germanic" accommodated the expertise of faculty members who researched and taught on the literatures and cultures of Scandinavia. These faculty members have since retired and the program has no plans to hire in these fields in the future. For these reasons, the program requests approval to rename the programs "German Studies."

Key: 296