1. Call to Order

2. Approval of the November 2, 2022 Senate Minutes (Action)

3. Report of the Chair

4. Nominations Committee Slate (Senate Document #22-23-16) (Action)

5. PCC Proposal to Establish a Post-Baccalaureate Certificate in Climate Policy and Action (Senate Document #22-23-14) (Action)

6. PCC Proposal to Establish a Master of Arts in Hearing and Speech Sciences (Senate Document #22-23-15) (Action)

7. Proposal to Promote Mental Health and Equity in the Excused Absence Policy (Senate Document #21-22-04) (Action)

8. AGNR Plan of Organization Review (Senate Document #19-20-39) (Action)

9. Special Order
   Suzanne Ashour-Bailey
   Chair of the Student Conduct Committee
   Preliminary Report and Discussion on Review of Code of Academic Integrity and Code of Student Conduct Presentation

10. New Business

11. Adjournment

CALL TO ORDER

Senate Chair Newman called the meeting to order at 3:19p.m.

Chair Newman noted that a hybrid option had been offered to Senators and provided brief instructions on meeting procedures and using the PointSolutions platform for voting.

APPROVAL OF THE OCTOBER 11, 2022 SENATE MINUTES

Chair Newman asked if there were any additions or corrections to the minutes of the October 11, 2022, meeting; hearing none, she declared the minutes approved as distributed.

REPORT OF THE CHAIR

Board of Regents' Staff Awards
Chair Newman announced that the Staff Affairs Committee is currently accepting nominations for this year's Board of Regents' Staff Awards (BORSA). She reminded Senators that BORSA is the highest System-wide recognition of the exceptional work done by staff members across the University System of Maryland (USM). She explained the guidelines and eligibility requirements to nominate staff members, and that nomination packets are due to the Staff Affairs Committee by Friday, November 11, 2022.

Nominations Committee
Chair Newman stated solicitations were currently ongoing for the Senate Nominations Committee.

Newman stated that every year, the Nominations Committee solicits nominations for the Senate Chair-Elect and membership on the Executive Committee, the Committee on Committees, and other University-wide committees and councils. She stated that the Senate relies on the good judgment of the members of the Nominations Committee to present candidates that reflect the quality and diversity of the campus community. She stated that the committee will meet between January and April.

Newman shared that the Senate will vote on the Nominations Committee membership in December.

SPECIAL ORDER OF THE DAY

Darryll J. Pines
President of the University of Maryland
2022 State of the Campus Address

Chair Newman invited President Pines to give his 2022 State of the Campus Address.

President Pines thanked Senate leadership and Senators for their service. President Pines began by stressing that this was everyone's University, not just leadership's. He said that Fearlessly Forward is the University's strategic plan and vision and represents a chance for those on campus to help shape

the future of the University and the world. He noted, however, that higher education across the country is under attack, and that all of campus has a responsibility in preserving the work that is done at the University.

President Pines described Dr. Jane Goodall's recent distinguished University lecture at Memorial Chapel. He thanked Dean Susan Rivera and Provost Jennifer King Rice for helping bring Dr. Goodall to campus. He mentioned that Dr. Goodall's message centered around hope and played a short video for Senators.

President Pines stated that the hope in Dr. Goodall's lecture comes at a time when the University is taking on humanity's grand challenges as one of the pillars of the Fearlessly Forward strategic plan. He shared that the cornerstone of the Fearlessly Forward plan comes from the University of Maryland Grand Challenges Grant Program, which is the largest and most comprehensive grant program ever at the University; it provides up to $30 million dollars to help fund programs and projects to address enduring and emerging societal issues. President Pines said that he would now share the eight finalists for this grant program.

The first program that President Pines highlighted was the Maryland Initiative for Literacy & Equity (MILE). He shared that 54% of adults in the United States read below a 6th grade level and stressed the importance of reading has on learning.

The participating schools and colleges are the College of Education, the College of Arts and Humanities, the College of Behavioral and Social Sciences, and the College of Information Studies.

The second program highlighted by President Pines was the Maryland Institute for Digital Accessibility (MIDA). He shared that this will further expand accessibility for individuals with disabilities. Participating schools and colleges included the College of Information Studies and the School of Public Health.

The third program was the Center for Critical Urban Studies. He shared that the Center will combine expertise in urban planning, public health, and the humanities to work closely with city groups to help find innovative solutions for their communities. Participating schools and colleges included the School of Architecture, Planning & Preservation, the College of Arts and Humanities, and the School of Public Health.

The fourth program that President Pines introduced was Addressing Climate Challenges for a Sustainable Earth. He explained that this program will focus on identifying and mitigating the impact of climate change on our region and around the world. Participating schools and colleges included the College of Computer, Mathematical, and Natural Sciences and the College of Behavioral and Social Sciences.

The fifth program highlighted by President Pines was Pandemic Preparedness, Response, Management and Resilience Institute. He shared that this program will integrate behavioral and social sciences with infectious disease research to better design solutions for global health challenges. Participating schools and colleges included the School of Public Health, the A. James Clark School of Engineering, the College of Arts and Humanities, and the University Health Center.

The sixth program was Global FEWture: Advancing Transformative Food-Energy-Water Solutions to Ensure Community Resilience in a Changing Climate. President Pines stated that this program will

focus on helping to alleviate food and water insecurity. Participating schools and colleges included the College of Agriculture and Natural Resources, the School of Architecture, Planning & Preservation, the College of Computer, Mathematical, and Natural Sciences, the College of Behavioral and Social Sciences, the A. James Clark School of Engineering, and the School of Public Health

The seventh program President Pines introduced was the Center of Excellence in Microbiome Sciences. He stated that the program would investigate the functioning of microorganisms, how they are being affected by climate change, and such research can be translated into innovative interventions and economic growth. Participating schools and colleges included the College of Agriculture and Natural Resources and the College of Computer, Mathematical, and Natural Sciences.

The final program that President Pines shared was the Institute for Democracy Research, Education, and Civic Action. He stated that this will focus on targeting how to rebuild the broken trust in democratic institutions, such as schools, elections, and the media, due to misinformation and disinformation. Participating schools and colleges included the College of Behavioral and Social Sciences, the College of Education, the Merrill College of Journalism, and the School of Public Policy.

President Pines continued by saying that all of these programs will help reimagine how the University teaches students in the future. He went on to share the statistics of academic excellence of the University and that the University has awarded over $2.7 million dollars for teaching and learning grants. He shared specific examples of projects that the learning grants have helped fund. He shared that these teaching and learning grants will help impact all four pillars of the Fearlessly Forward strategic plan.

President Pines shared what the University is doing to advance the common good. He stated that Provost Rice along with others had a chance to sign a partnership with Governor Hogan called the Mesonet that distributes meteorological equipment around the state of Maryland to learn more about predicting climate. He also mentioned that he had the opportunity to host the CEO and chairman of Pfizer on campus and talk with him about developing the covid vaccine.

President Pines went on to the final pillar of the strategic plan of investing in people and communities. He shared that a large amount of work had been done to give faculty and staff cost of living adjustment (COLA) raises throughout the year. A cumulative 13.5% was given to staff in less than a 12-month period. He also shared that the Yahentamitsi Dining Hall dedication symbolized the University's commitment to the Piscataway tribes. The entire facility was a collaboration between the University and the Piscataway people. He also shared that the Johnson-Whittle Hall was recently dedicated as a part of the University's heritage community. The facility was named after the late Hiram Whittle, the first African American enrolled in the University, and Elaine Johnson Coates, the first African American woman to earn an undergraduate degree from the University. He shared a video with Senators of Elaine Johnson Coates at the dedication. He announced that along with Provost Rice that the University will be launching Terrapin Commitment, a $20 million dollar annual investment in need-based scholarships to support low income Marylanders in the hopes of improving graduation rates, reducing student debt, and providing pathways for promising students. He then shared a video of the reactions of students who were accepted into the University of Maryland on a full scholarship.

Chair Newman thanked President Pines for his address and opened the floor to questions.

Senator Wolfe, emeritus faculty, asked President Pines his thoughts on the subject of the Supreme Court's deliberations on affirmative action.

President Pines stated that he is watching the case very closely and that the University is doing its own analysis of potential outcomes of the case, but stated that the outcome of the case will not change the University's values.

Chair Newman thanked President Pines for his time and for taking questions. President Pines thanked the University Senate for the opportunity to deliver his address.

PCC PROPOSAL TO RENAME THE CERTIFICATE OF ADVANCED STUDY IN "MEASUREMENT, STATISTICS AND EVALUATION" TO "QUANTITATIVE METHODOLOGY: MEASUREMENT AND STATISTICS" (SENATE DOCUMENT #22-23-05) (ACTION)

Chair Newman invited Betsy Beise, member of the Programs, Curricula, and Courses (PCC) Committee to present the following PCC items. She began by presenting the related proposals from the College of Education and provided background information.

Chair Newman thanked Beise and opened the floor to discussion of the proposal. Hearing none, she asked for unanimous consent for PCC proposals #22-23-05, #22-23-06, #22-23-07, #22-23-08, and #22-23-09 to be voted on as a group due to their similarities. There were no objections.

PCC PROPOSAL TO RENAME THE MASTER OF SCIENCE IN "MEASUREMENT, STATISTICS AND EVALUATION" TO "QUANTITATIVE METHODOLOGY: MEASUREMENT AND STATISTICS" (SENATE DOCUMENT #22-23-06) (ACTION)

PCC PROPOSAL TO RENAME THE PH.D. IN "MEASUREMENT, STATISTICS AND EVALUATION" TO "QUANTITATIVE METHODOLOGY: MEASUREMENT AND STATISTICS" (SENATE DOCUMENT #22-23-07) (ACTION)

PCC PROPOSAL TO RENAME THE POST-BACCALAUREATE CERTIFICATE IN "MEASUREMENT, STATISTICS AND EVALUATION" TO "QUANTITATIVE METHODOLOGY: MEASUREMENT AND STATISTICS" (SENATE DOCUMENT #22-23-08) (ACTION)

PCC PROPOSAL TO RENAME THE MASTER OF EDUCATION IN "MEASUREMENT, STATISTICS AND EVALUATION" TO "QUANTITATIVE METHODOLOGY: MEASUREMENT AND STATISTICS" (SENATE DOCUMENT #22-23-09) (ACTION)

PCC proposals #22-23-05, #22-23-06, #22-23-07, #22-23-08, and #22-23-09 were voted on as a group. The result was 104 in favor, 1 opposed, and 1 abstention. The proposals passed.

PCC PROPOSAL TO RENAME THE MASTER OF SCIENCE IN "BUSINESS AND MANAGEMENT" TO "MANAGEMENT STUDIES" (SENATE DOCUMENT #22-23-10) (ACTION)

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

Chair Newman thanked Beise and opened the floor to discussion of the proposal; hearing none, she called for a vote. The result was 110 in favor, 1 opposed, and 2 abstentions. The proposal passed.

PCC PROPOSAL TO RENAME THE BACHELOR OF SCIENCE IN "EMBEDDED SYSTEMS AND INTERNET OF THINGS" TO "CYBER-PHYSICAL SYSTEMS ENGINEERING" (SENATE DOCUMENT #22-23-11) (ACTION)

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

Chair Newman thanked Beise and opened the floor to discussion of the proposal; hearing none, she called for a vote. The result was 108 in favor, 5 opposed, and 1 abstention. The proposal passed.

SPECIAL ORDER

Carlo Colella
Vice President and Chief Administrative Officer
Presentation on *Concur*

Chair Newman invited Carlo Colella to provide his presentation on Concur.

Vice President Colella thanked Chair Newman. He began his presentation by describing how the Concur program came to be. He explained that the University travel office tracks almost 25,000 yearly trips with expenses of more than $35 million and that the current tool is outdated and limited. He stated that Concur is used by more than 45,000 organizations worldwide and that it was chosen because it is tailored specifically to travel and provides end-to-end travel processing.

Vice President Colella elaborated on the goals for the program stating that the University was seeking an easy to use, consolidated system. He mentioned that it was important to have a program that offers consistency across travel experiences, a higher level of support to the traveler, and one that incorporates current travel practices and methods. It was a priority to have a system that maintains widespread use of travel cards so there is no need to wait for reimbursement. He stated that units that did not wish to use travel cards right away can continue to expense personal credit cards and request reimbursement. He also explained that travelers could continue to use their personal travel rewards programs through Concur.

Vice President Colella stated that in order to implement Concur, the University researched peer institution practices. They also gathered input from over 200 campus members and completed four rounds of testing with a cross-functional group of about 200 users. Vice President Colella said that the program would continue to work to identify ongoing campus needs. He shared that almost 60% of the University's traveling community is already in Concur and gave a list of the units that will soon be in Concur. He explained that training is offered four times per week and that there is a website that features weekly demos, online job aids, and drop-in support.

Vice President Colella went on to share the challenges and goals for the year. He shared that customer feedback is being used to improve training and other support, and additional staff is being hired to improve customer service and work through customer concerns. He listed two websites for reference, the travel website (https://purchase.umd.edu/travel/concur) and the help center (https://purchase.umd.edu/travel/concur/concur-help-center).

Chair Newman thanked Vice President Colella and opened the floor to questions.

Senator Moaddel, T/TK Faculty, BSOS shared that every time he calls the help desk he is charged $27. He explained that his grant does not allow for that type of expense and asked if the University should be absorbing that extra cost.

Vice President Colella said that he would follow up with the Senator about the specifics of his experience and said this was concerning to hear.

Senator Zenginoglu, PTK Faculty, CMNS asked if external participants have been included in this new platform and asked for an elaboration on the motivation of a separate system being implemented and how the data transfer between the two systems will occur.

Vice President Colella responded that Concur provided the end to end travel management that Workday does not. He continued that Concur is principally geared towards individual travelers, and that information about travelers is kept private.

Senator Cleaveland, T/TK Faculty, CMNS asked if Concur is to be used for local travel, or if it is only to be used for travel that includes hotel stays, flights, etc.

Vice President Colella answered that Concur is also a tool to do mileage reimbursement, parking, etc., and should be easier than the travel reimbursement form that some may use.

Senator Karlsson, T/TK Faculty, ENGR had comments on training elements that were frustrating about Concur. She said that the demos and training had been offered during the same time on the same day every week, which she could not attend because she teaches during that time, and that there were no trainings currently listed on the website. She added that the website or links to the training may need to be updated.

Vice President Colella said that they tend to have three training sessions per week but they might be in the middle of the day and said he will look into adjusting the schedule.

Senator Butts, T/TK Faculty, CMNS asked for clarification on the procedure for paying for students who are funded via a grant, who will not necessarily have their own travel card.

Vice President Colella responded that travel can be arranged for someone else and should be delegated to the respective department.

Senator Goodman, T/TK Faculty, CMNS introduced Steve Rolston, Chair of the Department of Physics, to speak. Rolston began by saying that his understanding is that there is strong encouragement for everyone to have travel cards, but that his department has 275 graduate students and 100 post-doc students. He added that it would be difficult to add that number of travel cards and

his understanding from the business officer is that it is difficult to even obtain a report of who has travel cards. He asked if this was a campus policy to require graduate students to obtain travel cards and added that in addition to the help desk fee, there is a small fee to book travel with the system, and asked why that was not absorbed by the University.

Vice President Colella said that while travel cards are not being required they are strongly encouraged. He said that he will follow up regarding the website fee.

Senator Williams, T/TK Faculty, CMNS stated that she was concerned about the rollout process of Concur as the business office of her department had to stop normal operations for several weeks in order to work through protocols and processes for use in the Concur system. She added that she noticed there were no consultations done at the unit level and staff she had spoken with had said they only received training on the Concur interface. She shared that the feedback she received was that those conducting the training seemed disinterested, discouraged discussion or questions about how to implement the system, and gave wrong information regarding the use of travel cards. She concluded that the rollout of Concur was extremely disruptive and is cause for worry due to the upcoming Elevate transition.

Vice President Colella first apologized for the disruption that was caused and mentioned they are bringing in additional resources to provide customized guidance. He added that in comparison to Elevate, that it is a different circumstance that is more robust and well resourced.

Chair Newman recognized Jeffery Hollingsworth, Vice President of Information Technology and Chief Information Officer, to speak to the Senator's questions regarding Elevate. Hollingsworth mentioned that the Elevate team is closely monitoring the rollout of the Concur transition. He added that, for the average faculty and staff member, training would be under one-hour, all self-paced, 3-months in duration, and extensive specialized training for business officers.

Senator Otte, T/TK Faculty, ENGR shared a comment from his constituency's business office that the policies and procedures should be made more clear. The Senator shared that for his grants, travel must be done with a domestically based airline and there is not any easy way to select only those airlines when booking travel and lengthy reports have to be submitted because of this.

Vice President Colella thanked the Senator for his comments.

Senator Baden, T/TK Faculty, CMNS shared his understanding that while travel cards are strongly encouraged, if a graduate or undergraduate needs to travel and does not have a travel card, that they would have to use their own credit card. He stated that for students to lay out all of the money for travel is untenable and added that the ghost card system, which charges directly to a KFS number, is only for airfare and train fare, and does not cover expenses like hotels and conference fees. He raised the point that travel cards might be required to fully implement Concur and that departments do not have the staff to manage and troubleshoot issues with hundreds of additional travel cards.

Vice President Colella said he would look into the issue so as to not respond inaccurately to the Senator's concerns.

Senator Gorski, Exempt Staff, CMNS added that she agrees with the concerns regarding the rollout and suggested that there should be pre-recorded training for convenience. She continued to explain that there is not enough support for travel, as there have been instances where graduate students or

post-docs have not gotten resolution via the help desk and have had to call Concur directly. She echoed the disruptions that Senators have stated.

Vice President Colella thanked the Senator for her comments and apologized for the disruptive rollout.

Senator Besley, Exempt Staff, BSOS shared that the last few Senators' comments had expressed her concern. She said she is responsible for teaching faculty to use the system and helping students pay for their travel. She added that one question she receives frequently is how to cover low income students' travel expenses and stated that her understanding was that she could not use the travel card to pay for the student, especially for those students not in the payroll system, as there is a lot of extra documentation required that is burdensome.

Vice President Colella said they could receive travel cards.

Senator Besley added that it was her understanding that students not on the payroll could not receive a travel card. She asked if departments could receive clarity on what the rules are for receiving travel cards.

Vice President Colella said he would pursue this issue and thanked the Senator.

Senator Mayo-Brown, Exempt Staff, EDUC shared a comment that travel policy was communicated to faculty about Concur without first taking into consideration that different departments might have their own travel policies and budget constraints. She said that even adding a disclaimer that Concur is a University policy but the department may have different policies would be useful.

Vice President Colella said that he would make sure they are differentiating between University and departmental policy.

Chair Newman thanked Vice President Colella for his presentation and for responding to questions.

NEW BUSINESS

Chair Newman asked if there was new business.

Senator Williams, T/TK Faculty, CMNS moved to submit a proposed memorandum of concern on behalf of the Senate to the President. The memorandum was put on the screen for Senators to read. The proposed memorandum read:

> To: President Pines
> From: The University Senate
> Re: Concerns about the CONCUR roll-out and its implications
>
> The recent roll-out of the new CONCUR travel program has had very significant problems that have created unnecessary stress and disruption of work-flow for Unit Business Offices. The problems included a rushed release, a consultation process that did not address the implementation issues facing the units, and inconsistent and often incorrect information provided during training.

These problems have created unnecessary stresses and burdens for staff at a time when we are already facing serious issues in retention and recruitment. We are concerned about the disruptions of the CONCUR roll-out and strongly recommend that understanding the reasons for these problems be incorporated into planning for the roll-out of ELEVATE.

We recognize that the University's operational activities do not fall under Policies within the Senate's purview. However, when operational issues impact the well-being of our staff and the delivery of the teaching, service and research missions of our units, it is within our purview to ensure the President of the University is aware of the issues.

The motion was seconded.

Chair Newman opened the floor to discussion on whether to adopt this resolution of a memorandum of concern.

Chair Newman asked Senator Williams, given that President Pines is in attendance, what the memorandum would add to the discussion.

Senator Williams explained that the point of the memorandum was to assess the will of the Senate and to get the Senate's perspective on whether or not they wish to pass on these words to the President.

Senator Brosnan, T/TK Faculty, CMNS raised a concern about the last paragraph of the memorandum, specifically that the University's day to day operations are not within the purview of the Senate. He asked for clarification on why that was included and why the Senate would be consulted about this if it's not within the purview to speak about it. He moved to strike the sentence:

> ~~We recognize that the University's operational activities do not fall under Policies within the Senate's purview. However, w~~When operational issues impact the well-being of our staff and the delivery of the teaching, service and research missions of our units, it is within our purview to ensure the President of the University is aware of the issues.

The motion was seconded.

Chair Newman asked if there was any objection to making that change. Seeing no objection, the amendment was adopted by unanimous consent.

Senator Garg, Undergraduate Student, CMNS added that hearing the testimony given by Senators that this process could be standardized and made less disruptive given upcoming changes, like Elevate.

Chair Newman called for a vote on the memorandum to be sent to the President. The result was 78 in favor, 6 opposed, and 11 abstentions. The resolution passed.

ADJOURNMENT

The meeting was adjourned at 5:02p.m.

Nominations Committee Slate 2022-2023

PRESENTED BY	Chris Jarzynski, Chair
REVIEW DATES	SEC – November 16, 2022 | SENATE – December 7, 2022
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 Chair, Senate Chair-Elect Chris Jarzynski, contacted all outgoing Senators through the Senate Office email on October 13, 2022, to invite them to volunteer to be considered for the Nominations Committee. The Senate Office sent follow-up emails, and the volunteer opportunity was announced at the October 11, 2022 Senate meeting. Interested outgoing Senators provided a statement discussing why they wanted to serve on the Nominations Committee. There were no volunteers for several constituency representatives among the responding volunteers.

The Committee on Committees met on November 1, 2022, to discuss a process for soliciting nominations for the Senate Nominations Committee. At its November meeting, the Committee on Committees reviewed the volunteer statements and discussed recommendations and additional recruitment for the unrepresented constituencies.

An outgoing non-exempt staff Senator was not available to serve on the Nominations Committee as required by the University of Maryland Plan of Organization for Shared Governance and the Bylaws of the University Senate. Only one non-exempt staff Senator is outgoing this year, and they were not available to serve on the Nominations Committee. Based on previous guidance from the Senate

Parliamentarian that representation of all constituencies on the Nominations Committee is a greater priority than having all the committee members be outgoing Senators, the Committee on Committees considered continuing non-exempt staff Senators to represent that constituency on the Nominations Committee.

In addition to ensuring that all Senate constituencies were represented on the proposed Nominations Committee membership slate, the Committee on Committees endeavored to create a slate that represented a variety of Colleges/Schools, disciplines, positions, and backgrounds. The Committee on Committees voted to approve the slate on November 11, 2022.

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.

2022-2023 Senate Nominations Committee Slate

Name/Constituency	Department/Unit	College	Term
Non-Voting Ex-Officio			
Chris Jarzynski	Chemistry & Biochemistry	CMNS	2023
Faculty			
Jing Lin	Counseling, Higher Education and Special Education	EDUC	2023
Valerie Orlando	School of Languages, Literatures, and Culture	ARHU	2023
John Straub	Economics	BSOS	2023
Rohan Tikekar	Nutrition and Food Science	AGNR	2023
Exempt Staff			
Judi Cohn Gorski	Institute for Research in Electronics & Applied Physics	CMNS	2023
Non-Exempt Staff			
Joanna Wiley	University Libraries	LIBR	2023
Graduate Student			
Cholly Estes	Public Policy	PUAF	2023
Undergraduate Student			
Kassidy Jacobs	Government & Politics	BSOS	2023

PCC Proposal to Establish a Post-Baccalaureate Certificate in Climate Policy and Action (Senate Document #22-23-14)

PRESENTED BY	Piotr Swistak, Chair, Senate Programs, Curricula, and Courses Committee
REVIEW DATES	SEC – November 16, 2022	SENATE – December 7, 2022
VOTING METHOD	In a single vote
RELEVANT POLICY/DOCUMENT	
NECESSARY APPROVALS	Senate, President, USM Chancellor, and the Maryland Higher Education Commission

ISSUE

The School of Public Policy proposes to establish a Post-Baccalaureate Certificate in Climate Policy and Action. This graduate certificate program will train professionals to assess, design, and implement effective strategies and actions to address climate change. The program will focus on concepts and skills relevant for mitigating climate change and building resilience to its impacts. The certificate will address policy approaches and actions at all governance levels and by all actors— public and private. Students will gain practical skills related to analysis, effective communication and transdisciplinary and interdisciplinary approaches towards complex climate and sustainability problems.

This twelve-credit program will be offered on campus and through online delivery. The program will have the following course requirements:

PLCYXXX Climate Policy for a 1.5C World - 3 Credits. (This is a new course that will be numbered and put through the course review process after program is approved)
PLCY798W Thriving in a Changing Climate: Policies and Actions for Climate Resilience - 3 Credits
One of the following three-credit courses:
    PLCY742 Environmental Ethics
    PLCY798K Integrated Human Earth Systems Modeling and Analysis
    PLCY798N Energy and Climate Economics
    PLCY699B Intersections of Technology and Policy: Modernizing the Energy System
Relevant Elective Course - 3 Credits.

The program is expected to attract a diverse student body – including mid-career professionals from public agencies at the national and state level, multinational organizations, NGOs, and from private sector organizations such as energy and environmental companies. The program may also be attractive to students currently in the graduate degree programs at the School of Public Policy and graduate students in STEM programs at UMD.

The School of Public Policy currently offers a Master of Public Policy, a Master of Public Management, and other graduate certificate programs that are offered both in-person and online.

Tuition revenue will be used to cover administrative costs and the cost of the new courses for the program.

The proposal was approved by the Graduate School PCC committee on October 28, 2022, and the Senate Programs, Curricula, and Courses committee on November 4, 2022.

RECOMMENDATION(S)

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

COMMITTEE WORK

The committee considered this proposal at its meeting on November 4, 2022. Tom Kennedy and Nina Harris, from the School of Public Policy, presented the proposal and answered questions from the committee. The committee unanimously approved the proposal.

ALTERNATIVES

The Senate could decline to approve this new academic program.

RISKS

If the Senate declines to approve this certificate program, the university will lose an opportunity to establish a certificate program that will train students in a needed area of policy expertise.

FINANCIAL IMPLICATIONS

Because this program will be self-supported, there are no significant financial implications for this proposal.

849: CLIMATE POLICY AND ACTION

In Workflow

1. PLCY PCC Chair (nharris@umd.edu; apat@umd.edu)
2. PLCY Dean (rorr1@umd.edu; nharris@umd.edu)
3. Academic Affairs Curriculum Manager (mcolson@umd.edu)
4. Graduate School Curriculum Manager (jfarman@umd.edu)
5. Graduate PCC Chair (jfarman@umd.edu)
6. Dean of the Graduate School (sfetter@umd.edu; jfarman@umd.edu)
7. Senate PCC Chair (mcolson@umd.edu; pswistak@umd.edu)
8. University Senate Chair (mcolson@umd.edu)
9. President (mcolson@umd.edu)
10. Chancellor (mcolson@umd.edu)
11. MHEC (mcolson@umd.edu)
12. Provost Office (mcolson@umd.edu)
13. Graduate Catalog Manager (bhernand@umd.edu; fantsao@umd.edu)

Approval Path

1. Fri, 04 Mar 2022 18:13:23 GMT
   Michael Colson (mcolson): Rollback to Initiator
2. Sat, 05 Mar 2022 20:49:19 GMT
   Elizabeth Duke (eduke1): Approved for PLCY PCC Chair
3. Mon, 07 Mar 2022 14:54:52 GMT
   Robert Orr (rorr1): Approved for PLCY Dean
4. Tue, 08 Mar 2022 22:04:27 GMT
   Michael Colson (mcolson): Approved for Academic Affairs Curriculum Manager
5. Tue, 01 Nov 2022 13:42:54 GMT
   Jason Farman (jfarman): Approved for Graduate School Curriculum Manager
6. Tue, 01 Nov 2022 18:46:28 GMT
   Jason Farman (jfarman): Approved for Graduate PCC Chair
7. Wed, 02 Nov 2022 17:49:47 GMT
   Steve Fetter (sfetter): Approved for Dean of the Graduate School
8. Thu, 03 Nov 2022 01:47:18 GMT
   Piotr Swistak (pswistak): Approved for Senate PCC Chair

New Program Proposal

Date Submitted: Fri, 04 Mar 2022 18:24:48 GMT

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Changes proposed by: Thomas Kennedy (tkennedy)

Program Name

Climate Policy and Action

Program Status

Proposed

Effective Term

Fall 2023

Catalog Year

2023-2024

Program Level

Graduate Program

Program Type

Post-Baccalaureate Certificate

Delivery Method

On Campus

Departments

Department
Public Policy

Colleges

College
Public Policy

Proposal Contact

Lucy Qiu, Tom Kennedy

Proposal Summary

The School of Public Policy proposes to create a new Graduate Certificate in Climate Policy and Action. The certificate will be a four-course (twelve credit) program of study. The program is expected to attract a diverse student body – including mid-career professionals from public agencies at the national and state level, multinational organizations, NGOs, and from private sector such as energy and environmental companies; as well as students currently in the graduate degree programs at the School of Public Policy and graduate students in STEM programs at UMD. This certificate is aimed at creating professionals able to assess, design and implement effective strategies and actions to address climate change and lead towards a low-carbon, climate-resilient future. Concepts and skills relevant for mitigating climate change and building resilience to its impacts will be covered - based on foundational values of equity and justice. The certificate will address policy approaches and actions at all governance levels and by all actors - public and private.

(PCC Log Number 21097)

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 Graduate Certificate in Climate Policy and Action is a four-course (twelve credit) graduate certificate program that is designed to create professionals able to assess, design and implement effective strategies and actions to address climate change and lead towards a low-carbon, climate-resilient future. Concepts and skills relevant for mitigating climate change and building resilience to its impacts will be covered - based on foundational values of equity and justice. The certificate will address policy approaches and actions at all governance levels and by all actors - public and private.

Catalog Program Requirements:

Course	Title	Credits
PLCYXXX	Course PLCYXXX Not Found (Climate Policy for a 1.5C World)	3
PLCY798	Readings in Public Policy (PLCY798W Thriving in a changing climate: Policies and actions for climate resilience)	3
One of the following courses:		3
PLCY742	Environmental Ethics	
PLCY798	Readings in Public Policy (PLCY798K Integrated Human Earth Systems Modeling and Analysis)	
PLCY798	Readings in Public Policy (PLCY798N Energy and Climate Economics)	
PLCY699	Selected Topics Public Policy (PLCY699B Intersections of Technology and Policy: Modernizing the Energy System)	
Elective course requirement (choose one of the following):		3
PLCY689	Public Policy Topics (PLCY689I Social-Ecological Systems, Climate, and Development in Indonesia)	
PLCY689	Public Policy Topics (PLCY689L Influence of Science on Policy, and of Policy on Science)	
PLCY699	Selected Topics Public Policy (PLCY699Z Energy Policy)	
PLCY740	Public Policy and the Environment	
PLCY741	Global Environmental Problems	
PLCY744	Environment and Development	

PLCY745	Human Health and Environmental Policy
PLCY798	Readings in Public Policy (PLCY798F Climate Finance)
PLCY798	Readings in Public Policy (PLCY798T Climate Change, Human Community, and Ecological Loss in the Peruvian Amazon and Andes)
Any other climate policy course approved by specialization advisor	

Total Credits   **12**

*****The material below is for proposal purposes and will not appear in the Graduate Catalog*****

<u>Core Course Requirements (Three: Two + Choice of One from a Limited List)</u>

- **Required: (New) Climate Policy for a 1.5C World** - Covers climate mitigation policy and actions at both the national and international levels, and across different sectors; policies and actions (such as clean energy transitions, stopping deforestation, and restoring natural habitats) aim at avoiding and reducing emissions of heat-trapping greenhouse gases into the atmosphere to prevent the planet from warming to more extreme temperatures; basic climate science related to radiative forcing, carbon cycle, and carbon budgets.
- **Required: PLCY 798W Thriving in a changing climate: Policies and actions for climate resilience -** Covers adaptation policies and actions from the local to international levels, and across different sectors for protecting our families, our economies, and the environment in which we live from the impacts of climate change; basic climate science related to climate modeling and future climate projections.

Third required course to come from the following limited list --

- **PLCY 742 - Environmental Ethics and Justice** - Analysis of fundamental questions of environmental value, ethical considerability of and obligations regarding the environment, and environmental justice for current and future human communities.
- **PLCY 798K - Integrated Human Earth Systems Modeling and Analysis** - Provides an interdisciplinary introduction to integrated assessment (IA) modeling of the human and Earth systems and its wide application in policy analysis.
- **PLCY 798N- Energy and Climate Economics** - Provides strength in the core economic concepts needed to address energy and climate issues.
- **PLCY 699B - Intersections of Technology and Policy: Modernizing the Energy System** - Evaluation of economic, policy and technology issues in modernizing the energy system to address climate change, with a key focus on innovation in creating new energy opportunities.

<u>Elective Course Requirement (Choose One)</u>

- **PLCY 798F - Climate Finance** - Understand the connection between public policy at the global, national, and state/local levels and the flows of capital to sustainable purposes such as clean energy and climate change.
- **PLCY 699Z - Energy Policy**- Covers energy and policy at both the national and international levels.
- **PLCY 741 - Global Environmental Problems** - Covering the major international environmental issues and the policy approaches to address them; survey of global collective action problems, including climate, biodiversity, fisheries management.
- **PLCY 745 - Human Health and Environmental Policy** – Exploring human health and the environment from scientific, policy, and ethical perspectives; linking major human physiological systems with the natural environment and ecological systems.
- **PLCY 740 - Public Policy and the Environment** - A deep dive on U.S. environmental policy and regulation; covering U.S. environmental and resource policy, but also some international trends in domestic environmental policy.
- **PLCY 744 - Environment and Development** – Taking a broad perspective on the linkages between sustainability, ecological systems, development, and justice.
- **PLCY 689L - Influence of Science on Policy, and of Policy on Science** - how scientific and technical information gets used (or not used) in the formation of public policy, and how public policy influences science and technology development.
- **PLCY 798T - Climate Change, Human Community, and Ecological Loss in the Peruvian Amazon and Andes** - Application style course - taking an issue apart from multiple dimensions.
- **PLCY 689I - Social-Ecological Systems, Climate, and Development in Indonesia** - Application style course - taking an issue apart from multiple dimensions.

Any other climate policy course approved by the specialization 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.

The Certificate will be offered in a traditional semester format. Students will have the option to study full-time or part-time. Full-time students will mostly take two courses per Fall and Spring term and part-time students will mostly take one course per Fall and Spring term. The certificate may be offered in non-traditional format if desired by a partner organization.

Full-Time Track

Fall (Year 1)

PLCY XXX - Climate Policy for a 1.5C World

PLCY 798W - Thriving in a Changing Climate: Policies and Actions for Climate Resilience

Spring (Year 1)

PLCY 742 - Environmental Ethics and Justice

PLCY 798N - Energy and Climate Economics

Part-Time Track

Fall (Year 1)

PLCY XXX - Climate Policy for a 1.5C World

Spring (Year 1)

PLCY 798W - Thriving in a Changing Climate: Policies and Actions for Climate Resilience

Fall (Year 2)

PLCY 742 - Environmental Ethics and Justice

Spring (Year 2)

PLCY 798N - Energy and Climate Economics

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

Learning Outcomes
Students will understand the principles and practices of climate policy and action; they will be able to articulate the justifications for various climate interventions and apply the most suitable interventions to tackle climate change related issues in various settings.
Students will be able to understand the design and implementation of policies targeting climate mitigation and adaptation outcomes – and how these outcomes can advance broader policy goals; they will be able to evaluate and compare the effectiveness and efficiency of each intervention using evidence-based approach
Students will gain practical skills related to analysis, effective communication and transdisciplinary and interdisciplinary approaches towards complex climate and sustainability problems; they will be able to apply policy analysis, systems modeling, data analytics, and economic analysis to assess climate issues, policies, and actions.

New Program Information

Mission and Purpose

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

The world's shared challenges—improving well-being for all, ensuring human security in all its forms, creating broadly shared prosperity, and creating healthier and vibrant economies—are critically and fundamentally intertwined with climate change. Improving lives and livelihoods across all development contexts depends on a healthy environment, a reduction of the risks of climate change, managing resources and energy effectively, and the job and economic opportunities of the 21st Century that will flow from a rapid transition to a new, green economy. But successfully addressing these issues will require creativity to create new policy and societal strategies rooted in an integrated understanding of values, natural and climate systems, political institutions, policy context, economic opportunities, values, and technology.

The Sustainability Pillar at the University of Maryland School of Public Policy equips students to contribute to this process, providing a platform that not only enables them to better understand these issues but also to develop the experience and confidence to apply their own creativity and leadership toward implementing new climate solutions. The School of Public Policy already has a strong and nationally and internationally visible group of faculty and researchers working in climate policy areas and leading globally in this area.

This certificate is aimed at creating professionals able to assess, design and implement effective strategies and actions to address climate change and lead towards a low-carbon, climate-resilient future. Concepts and skills relevant for mitigating climate change and building resilience to its impacts will be covered - based on foundational values of equity and justice. The certificate will address policy approaches and actions at all governance levels and by all actors - public and private.

Program Characteristics

What are the educational objectives of the program?

• Acquire a well-informed working knowledge of the science behind climate change, including drivers, impacts, and sources and sinks of emissions
• Anticipate and understand the likely social aspects of climate change, climate policies, and reactions by residents, corporations, and institutions
• Become well versed with the economic considerations such as risk analysis, benefit-cost analysis, cost-effectiveness analysis, emission cost, utilities cost, financing, and other economical implications of climate policy and energy transitions, appreciate the relevant trade-offs faced by policymakers, and form a sensible and justifiable view on the relevant importance of each parties' interest and welfare
• Formulate potential long-term strategies that can lead to effective and implementable policies which can ensure fair transitions and reasonable division of the extra surplus to be generated by sensible climate policy
• Evaluate the successes and failures of past national and international efforts to address climate change, and evaluate prospects for future management of climate change
• Understand the linkages between individual policies, programs, and actions, and broader climate and sustainable development goals
• Learn to optimally utilize diverse strategies to achieve sustainability via policies at multiple governance levels and also via multinational agreements and collaboration from the local to global

• Assess the communication of science and policy for climate change, as a successful or unsuccessful example of how science and policy can and should inform one another
• Understand the potential impacts by diverse institutions and actors including businesses and investors, community organizations, universities, and others.

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

Admission policies will be those of the Graduate School of the University of Maryland. There will be no special criteria for students interested in the program. The admission criteria of the Graduate School include:

- Applicants should have earned a four-year baccalaureate degree or equivalent from an accredited institution.
- Applicants should have a minimum cumulative 3.0GPA (on a 4.0 scale). Official transcripts of a post-secondary degree and a resume are required along with the application.
- International applicants must meet all requirements for international admission, which have specific standards for academic credentials, language proficiency, financial support, visa requirements, etc. Refer to http://gradschool.umd.edu/admissions/international-admissions for process and requirements.

As required by the Graduate School, all application materials are to be submitted electronically:

- Graduate Application
- College or University Transcripts
- Statement of Purpose
- Letters of Recommendation
- Program Supporting Documents
- Non-refundable Application Fee

Completed applications will be reviewed by a School admissions committee. The recommendations of the committee will be submitted to the Dean of the Graduate School who will make the final admission decision.

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 program has been developed through an intensive consultative process involving the School's faculty. The School faculty includes tenured, tenure-track, and professional track faculty, characterized by a combination of extensive research credentials combined with practical experience at the highest leadership levels in government. The proposed program is well aligned with the mission and activities of the Center for Global Sustainability (CGS) with the School.

In addition, program development has had the benefit of inputs from the School's Office of Executive Programs that has extensive experience with addressing the needs of career professionals at the national, state and local levels and private organizations.

Select the academic calendar type for this program (calendar types with dates can be found on the Academic Calendar page)

Traditional Semester

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

The Certificate in Climate Policy and Action will seek to recruit and retain a diverse student body in largely the same manner that the School of Public Policy currently utilizes for its existing graduate degree and certificate programs. Specific strategies and actions are included as Attachment D.

Relationship to Other Units or Institutions

If a required or recommended course is o#ered 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.

No required or recommended course is o#ered by another department and there is anticipated to be no significant overlap in academic content with any existing programs.

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 is not subject to accreditation. The Certificate will, however, meet the same standards and adhere to the same principles as the other certificate programs run by the Graduate School and the School of Public Policy. Students will not be expected to be licensed or certified in order to engage in or be successful in the program's targeted occupations.

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

Cooperative agreements with other institutions or organizations will not be necessary for the success of this program. Such agreements, however, may be struck in order to grow the size of the program over time.

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.

Associate Professor Lucy Qiu will serve as the Certificate Director and will provide academic coordination of the certificate as one of the offerings of the School's Sustainability Pillar. An Advisory/Oversight committee will be established consisting of members of the School's permanent faculty including Professor Nathan Hultman, Professor Anand Patwardhan, Reasearch Professor Rosina Bierbaum, and Director of Executive Programs Thomas Kennedy.

Indicate who will provide the administrative coordination for the program

The program will be administered and managed by the Office of Executive Programs (OEP) at the School of Public Policy. The program will also form a Certificate Advisory Committee that will provide guidance on the running of the program as well as strategic advice regarding future opportunities for the 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.

See attached.

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

The use of physical facilities, infrastructure and instructional equipment for the Certificate will be the same as for the School's other certificate and degree programs; no new space or equipment will be needed (although a contingency amount for equipment has been provided for in the program budget).

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.

The program will utilize a cadre of both full-time MSPP faculty and lecturers and adjunct lecturers for the classes. In most cases, faculty utilized will have taught within the School's traditional degree and/or executive programs. Tuition revenue will be used to cover all instructional needs and all other program expenses (including salaries, benefits, program materials). All students will pay all associated mandatory fees and the graduate application fee. If a cohort were to run an unplanned loss, we would cover it with net revenues from our many other successful entrepreneurial programs. This self-support program will have no impact on the School's traditional programs.

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

The SPP Associate Dean and the Certificate Program Director, along with the leadership of the School's OEP, will play the major management roles for the program. The School's OEP has many years of experience supporting the School's MPS in Public Administration, Executive Master of Public Management, Graduate Certificate programs, and noncredit trainings. Advising will be supervised by the MSPP Associate Dean and the Certificate Program Director. Tuition revenue will cover the cost of these 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.

The financial plan is attached. We anticipate the program will draw 20 students into the program annually. The program, however, breaks even financially at 9 students.

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.

Maryland's 2030 Greenhouse Gas (GHG) Emissions Reduction Act Plan calls for a goal of 50% reductions by 2030. The certificate program helps train professionals with adequate knowledge, critical thinking, and analytical tools to help the state reduce GHG emissions while creating jobs, benefiting the economy, and ensuring an equitable outcome especially for the disadvantaged communities during the transitions.

Is the proposed Post-Baccalaureate Certificate derived entirely from the core requirements of an existing master's degree program?

No

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, or Maryland state Occupational and Industry Projections 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 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.

According to the USBLS Occupational Outlook Handbook, there are close to 100,000 jobs in the field, with jobs growing as fast as average (at 8-9%) in job categories of political scientist and environmental scientist and specialist. According to the Maryland Occupational and Industry Projections there are over 4,000 jobs, with the same growth rates cited above. There do not appear to be graduates of similar programs in the state currently. At steady state, this program will graduate 20 students per year. Please see attachment for additional detail.

Identify similar programs in the state. Discuss any di#erences 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 di#erences 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

Johns Hopkins University (JHU) has a graduate certificate in Climate Change, Energy, and Environmental Sustainability. The scope of the JHU certificate is much broader than our climate certificate. The JHU certificate also includes energy and environmental sustainability, while ours is specifically focused on climate change, with two required courses on climate mitigation and adaptation policies and several other courses on climate finance, modeling, and economics. Our program will offer much deeper knowledge and skills on climate policy and actions.

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?

There are no existing similar programs at Maryland HBIs and there should be no impact on HBIs in the state.

Supporting Documents

Attachments

Climate Policy and Action Certificate Appendix A-D.docx
Climate_Policy_Action_Budget.xls
Climate_Policy_Benchmark_Study.xlsx
Climate_Policy_Employment_Projections.xlsx
Attachment 5 CollectionAssessmentClimateChange.pdf
Attachment 6 Updated Faculty Listing.pdf
Attachment 7 LO Assessment.pdf

Reviewer Comments

Michael Colson (mcolson) (Fri, 04 Mar 2022 18:13:23 GMT): Rollback: Rolling back so that more information can be added.

Key: 849

Appendix A

Course Catalog Information

These two courses in the certificate program would be required:

PLCY ___ Climate Policy for a 1.5C World - Covers climate mitigation policy and actions at both the national and international levels, and across different sectors; policies and actions (such as clean energy transitions, stopping deforestation, and restoring natural habitats) aim at avoiding and reducing emissions of heat-trapping greenhouse gases into the atmosphere to prevent the planet from warming to more extreme temperatures; basic climate science related to radiative forcing, carbon cycle, and carbon budgets.

PLCY 798W Thriving in a Changing Climate: Policies and Actions for Climate Resilience - Covers adaptation policies and actions from the local to international levels, and across different sectors for protecting our families, our economies, and the environment in which we live from the impacts of climate change; basic climate science related to climate modeling and future climate projections.

The third required course would be chosen from the following four courses:

PLCY 742 Environmental Ethics and Justice - Analysis of fundamental questions of environmental value, ethical considerability of and obligations regarding the environment, and environmental justice for current and future human communities.

PLCY 798K Integrated Human Earth Systems Modeling and Analysis - Provides an interdisciplinary introduction to integrated assessment (IA) modeling of the human and Earth systems and its wide application in policy analysis

PLCY 798N Energy and Climate Economics - Provides strength in the core economic concepts needed to address energy and climate issues

PLCY 699B Intersections of Technology and Policy: Modernizing the Energy System - Evaluation of economic, policy and technology issues in modernizing the energy system to address climate change, with a key focus on innovation in creating new energy opportunities.

The fourth elective course would be chosen from among the courses indicated below (or other new courses that may be approved):

PLCY 798F Climate Finance - Understand the connection between public policy at the global, national, and state/local levels and the flows of capital to sustainable purposes such as clean energy and climate change.

PLCY 699Z Energy Policy - Covers energy and policy at both the national and international levels.

PLCY 741 Global Environmental Problems - Covering the major international environmental issues and the policy approaches to address them; survey of global collective action problems, including climate, biodiversity, fisheries management

PLCY 745 - Human Health and Environmental Policy – Exploring human health and the environment from scientific, policy, and ethical perspectives; linking major human physiological systems with the natural environment and ecological systems.

PLCY 740 - Public Policy and the Environment - A deep dive on U.S. environmental policy and regulation; covering U.S. environmental and resource policy, but also some international trends in domestic environmental policy.

PLCY 744 - Environment and Development – Taking a broad perspective on the linkages between sustainability, ecological systems, development, and justice.

PLCY 689L - Influence of Science on Policy, and of Policy on Science - How scientific and technical information gets used (or not used) in the formation of public policy, and how public policy influences science and technology development.

PLCY 798T - Climate Change, Human Community, and Ecological Loss in the Peruvian Amazon and Andes - Application style course; taking an issue apart from multiple dimensions.

PLCY 689I - Social-Ecological Systems, Climate, and Development in Indonesia - Application style course; taking an issue apart from multiple dimensions.

Appendix C

Faculty and Courses

The program will utilize SPP's nationally renowned, resident practitioner scholars as well as adjunct practitioners who are preeminent in the field. Permanent faculty member may teach these courses either as part of their regular teaching load or on an overload basis, depending on whether the students are in traditional classes or part of an entrepreneurial cohort. Given the broad scope of STI policy, some of the elective course options are drawn from non-SPP departments and colleges in UMD. All faculty will be members of the Graduate Faculty and approved by the Dean of the Graduate School to teach.

SPP faculty who will likely teach courses in the certificate program include:

- Rosina Bierbaum, Research Professor; Roy F. Westin Chair in Natural Economics
- Anna Broughel, Adjunct
- Ryna Cui, Assistant Research Professor, School of Public Policy
- Nathan Hultman, Professor; Director of Center for Global Sustainability
- Thomas Hilde, Research Professor, School of Public Policy
- Anand Patwardhan, Professor, School of Public Policy
- Yeuming Lucy Qiu, Associate Professor, School of Public Policy
- Robert Sprinkle, Associate Professor, School of Public Policy

Course	Faculty
PLCY __ Climate Policy for a 1.5C World	Hultman
PLCY 798W Thriving in a Changing Climate: Policies and Actions for Climate Resilience	Patwardhan
PLCY 742 Environmental Ethics and Justice	Hilde
PLCY 798K Integrated Human Earth Systems Modeling and Analysis	Cui
PLCY 798N Energy and Climate Economics	Qiu
PLCY 699B Intersections of Technology and Policy: Modernizing the Energy System	TBD
PLCY 798F Climate Finance	TBD
PLCY 699Z Energy Policy	Broughel
PLCY 741 Global Environmental Problems	Patwardhan
PLCY 745 - Human Health and Environmental Policy	Sprinkle
PLCY 740 - Public Policy and the Environment	TBD
PLCY 744 - Environment and Development	Hilde
PLCY 689L - Influence of Science on Policy, and of Policy on Science	Bierbaum
PLCY 798T - Climate Change, Community, and Ecological Loss in Amazon and Andes	Hilde
PLCY 689I - Social-Ecological Systems, Climate, and Development in Indonesia	Hilde

Appendix D

Actions and Strategies to Recruit and Retain a Diverse Student Body

The Certificate in Climate Policy and Action is proposed to be offered on-campus and online. Both versions of the proposed Certificate will seek to recruit and retain a diverse student body in largely the same manner that the School of Public Policy (SPP) currently utilizes for its existing graduate degree and certificate programs. Below is an overview of the School diversity recruiting plan and specific actions to be taken.

Overview

1. SPP will show a commitment to diversity and inclusion in curriculum, faculty, and programming and use these activities in promotional materials.

2. SPP will recruit from diverse groups and networks.

3. SPP will encourage diverse current students and alumni to refer friends and colleagues.

Recruitment Actions

1. Utilize UMD and SPP organizational relationships for program and application invitations. These include the McNair Post-Baccalaureate Achievement program; network and recruitment events of The Public Policy and International Affairs Program (PPIA), a not-for-profit that has been supporting efforts to increase diversity in public service for 39 years; the Association of Professional Schools of International Affairs (APSIA) Diversity Initiatives, and The Network of Schools of Public Policy, Affairs, and Administration (NASPAA) Diversity Initiatives.

2. Dedicated Historically Black Colleges and Universities (HBCU) informational events that include application fee waivers for attendees and outreach to faculty at minority serving institutions.

3. Leverage diverse current students, alumni, faculty and staff by keeping them apprised of student recruiting events and asking that they share announcements with their networks. These include general events as well as events targeting specific underrepresented populations.

Retention

Both the online and on-campus versions of the proposed Certificate in Climate Policy and Action will be managed in the same manner as the School's entrepreneurial degree programs – the Master of Professional Studies in Public Administration and the Executive Master of Public Management – that draw domestic and international students. These programs are 'high touch' programs, with customer service provision that allows staff to individually interact with students to forestall any problems that may hinder completion. In this way, retention is thus high for the professional programs overall (over 90%) and equally high for traditionally under represented student populations.

School of Public Policy
Climate Policy and Action, GC, Fall 2023

[This program is self-support. Instructors may not teach on-load and administrators must be paid through revenue generated by the program]

Estimated Tuition Revenue	Year 1	Year 2	Year 3	Year 4	Year 5
A. Total # of students per year	9	10	11	12	13
B. Total Courses per year	4	4	4	4	4
C. Graduate Tuition Per Course; Assumes 5% increase	$3,500	$3,675	$3,859	$4,052	$4,254
Total Estimated Tuition Revenue	$126,000	$147,000	$169,785	$194,481	$221,222
Estimated Instructional Expenses	Year 1	Year 2	Year 3	Year 4	Year 5
A. Instructor Salaries and Benefits Total	$46,548	$47,479	$48,429	$49,397	$50,385
1. Subtotal: 4-course salaries (assumes 2% annual increase)	$36,000	$36,720	$37,454	$38,203	$38,968
a. Average instrcutor salary per course	9,000	9,180	9,364	9,551	9,742
b. Total # of courses taught per year	4	4	4	4	4
2. Benefits: 29.3%	$10,548	$10,759	$10,974	$11,194	$11,417
B. Grader Salaires and Benefits	$14,916	$15,214	$15,519	$15,829	$16,146
1. Subtotal: Salary (assumes 2% annual increase)	$12,000	$12,240	$12,485	$12,734	$12,989
a. Average grader stipened per course	3,000	3,060	3,121	3,184	3,247
b. Total # of courses	4	4	4	4	4
2. Benefits: 24.3%	$2,916	$2,974	$3,034	$3,094	$3,156
Total Instructional Expenses	$61,464	$62,693	$63,947	$65,226	$66,531

Total Estimated Tuition Revenue	$126,000	$147,000	$169,785	$194,481	$221,222
Total Instructional Expenses	$61,464	$62,693	$63,947	$65,226	$66,531
Total OES Administrative Fee (10% Tuition Revenue)	$12,600	$14,700	$16,979	$19,448	$22,122
Total Distributable Revenue	$51,936	$69,607	$88,859	$109,807	$132,569

Other Program Expenses to Be Covered by Net Revenue Distribution

Categories of Other Program Expenses (estimated)	Year 1	Year 2	Year 3	Year 4	Year 5
Academic Administration Totals	**$40,620**	**$41,432**	**$42,261**	**$43,106**	**$43,968**
1. Total Academic Admin Salary (assumes 2% increase)	30,000	30,600	31,212	31,836	32,473
a. Academic Director	30,000	30,600	31,212	31,836	32,473
2. Benefits: Total (35.4%)	10,620	10,832	11,049	11,270	11,495
Materials & Supplies	**$0**	**$0**	**$0**	**$0**	**$0**
1. Cost per course (estimated)	$0	$0	$0	$0	$0
2. Total number of courses	0	0	0	0	0
3. Total number of students	0	0	0	0	0
Marketing & Website	**$0**	**$0**	**$0**	**$0**	**$0**
1. Marketing	0	0	0	0	0
2. Website	0	0	0	0	0
Equipment	**$1,200**	**$0**	**$0**	**$1,200**	**$0**
1. Laptops / Monitors	1,000	0	0	1,000	0
2. Printers	200	0	0	200	0
3. Other Devices	0	0	0	0	0
Other Operational Expenses	**$4,000**	**$4,000**	**$4,000**	**$4,000**	**$4,000**
1. Travel (for recruitment)	3,000	3,000	3,000	3,000	3,000
2. Graduation-related	500	500	500	500	500
3. Other	500	500	500	500	500
Courses: Development & Design	**$0**	**$0**	**$0**	**$0**	**$0**
1. New Course: Per course instructor stipend	0	0	0	0	0
2. Ttl # of new courses	0	0	0	0	0
Total Other Estimated Program Expenses	**$45,820**	**$45,432**	**$46,261**	**$48,306**	**$47,968**

Net Revenue & Non-Instructional Expenses	Year 1	Year 2	Year 3	Year 4	Year 5
Net Revenue for Distribution	$51,936	$69,607	$88,859	$109,807	$132,569
Other Program Expenses	$45,820	$45,432	$46,261	$48,306	$47,968
Difference	**$6,116**	**$24,174**	**$42,598**	**$61,501**	**$84,601**

					Tuition (course or credit)			
OES In-House Market Research: Other Institution Comparison								
Program Name = Climate Action and Policy, GC								
Institution	**Website**	**Delivery Method**	**Degree Name & Type (MPS, MA, MS, MPH, etc.)**	**# of Credits**	**Resident**	**Non-Resident**	**Target Population**	**Prior Education/ Pre-Requisites**
Big Ten Institutions								
Indiana University Bloomington	https://www.iun.edu/spea/graduate/certificate-in-environmental-affairs.htm	F2F	Environmental Affairs, GC	15 credits	$412.87/credit	$1,330.51/credit	The program is flexible enough to adapt to the needs of pre-career or in-service students and to individuals with varying degrees of experience in such fields as human resource administration, criminal justice, health, public or non-profit management. Students may also participate in a public affairs internship through the School of Public and Environmental Affairs.	Baccalaureate degree from an accredited institution with a minimum cumulative undergraduate GPA of 3.0.
University of Michigan Ann Arbor	https://clasp.engin.umich.edu/academics/graduate-studies/climate-change-solutions-certificate/	F2F	Climate Change Solutions, GC	12 credits	$1,926/credit	$3,286/credit	Any student with a bachelor's degree who has been admitted to one of the University's science (natural or social), engineering, or professional graduate degree programs or who is currently enrolled in one of these graduate programs is eligible to submit an application to the Climate Change Solutions Graduate Certificate Program.	Currently enrolled students must be carrying a B average or better. Students must have at least one semester of grades at U-M before being admitted to a Rackham graduate certificate programs; for students who apply in their first semester, we will hold their applications and evaluate them once their first semester grades have been posted.
Michigan State University	https://environment.msu.edu/education/graduate-specialization.html	F2F	Environmental Policy, Graduate Specialization	15 credits	$817.25/credit	$1,605.75/credit	The graduate specialization is available as an elective to students who are enrolled in master's degree programs at Michigan State University. With the approval of the department and college that administer the student's degree program, the courses that are used to satisfy the specialization may also be used to satisfy the requirements for the master's or doctoral degree.	Baccalaureate degree from an accredited institution and enrollment in a Michigan State University graduate program.
University of Nebraska Lincoln	https://snr.unl.edu/gradstudent/special/climate/#intro	F2F	Climate Assessment and Impacts Specialization, Natural Resource Sciences Graduate Program	12 credits	$341/credit	$996/credit	This specialization is for students interested in focusing on learning the methodologies to assess climate variability and longer-term climate change and their impacts on society and natural resource systems.	Proficiency in quantitative methods at a level appropriate for the student's research and degree as approved by the supervisory committee (for the M.S., this will normally be at the level of multivariate statistics or equivalent).
Ohio State University	https://gpadmissions.osu.edu/programs/program.aspx?prog=0301#&&tab=about	F2F, Online, or Blended	Environmental Assessment, GC	12 credits	$722.6/credit		Designed to prepare current and future professionals in the fundamentals of environmental assessment, which is the assessment of the environmental consequences of a plan, policy, program, or actual projects prior to the decision to move forward with the proposed action.	Baccalaureate degree from an accredited institution with a minimum cumulative undergraduate GPA of 3.0.
Penn State World Campus	https://www.eme.psu.edu/graduate/online-programs/graduate-certificate-sustainability-management-and-policy	Online	Sustainability Management and Policy, GC	12 credits	$950/credit		designed specifically for current and aspiring practitioners who seek advanced skills for advancing sustainability practice. The program is offered by the Department of Energy and Mineral Engineering through Penn State's World Campus.	Baccalaureate degree from an accredited institution.
Purdue University	https://cla.purdue.edu/academic/polsci/gradprog/certs/envgcert.html?_ga=2.18725561.1478326476.1646247716-1062897552.1646247716	F2F	Environmental Policy, GC	12 credits	$347.85/credit	$600.45/credit	Program only available to current Purdue graduate students who wish to add an interdisciplinary credential in environmental policy to their degree. Professionals and researchers working on environmental challenges often must work closely with policymakers or the policy process. Because of this, various public and private employers often seek scientists and researchers with some familiarity with the policy-making process.	Baccalaureate degree from an accredited institution with a minimum cumulative undergraduate GPA of 3.0.
Rutgers University New Brunswick	https://humanecology.rutgers.edu/gradcert.html	F2F	Human Dimensions of Environmental Change, GC	12 credits	$757/credit	$1,287/credit	The program is open to any student enrolled in a Rutgers University graduate program. The program is designed to allow students to examine the political, cultural, economic, historical, and other human dimensions of environmental change while carrying out studies in an existing graduate program.	Baccalaureate degree from an accredited institution and enrollment in a Rutgers University graduate program.

State of Maryland System Institutions: Overseen by MHEC (http://mhec.maryland.gov/publications/Pages/research/index.aspx)						
Johns Hopkins University	https://e-catalogue.jhu.edu/engineering/engineering-professionals/environmental-engineering-science-management-programs/climate-change-energy-environmental-sustainability-graduate-certificate/	F2F	Climate Change, Energy, and Environmental Sustainability, GC	15 credits	$4,755/course	Provides valuable knowledge to engineers, scientists, and managers to design and implement solutions to environmental, social, and economic challenges.	(1) an undergraduate degree from a regionally accredited four-year college or university and (2) successful completion of one year of college-level calculus. Successful completion of college-level courses in physics, chemistry, biology, geology, and statistics is strongly recommended.

Colleges & Universities in the Washington DC - Baltimore MD area

Institution	Link	Format	Program	Credits	Cost (in-state)	Cost (out-of-state)	Description	Requirements
American University	https://catalog.american.edu/preview_program.php?catoid=16&poid=7763		Global Environmental Policy, GC	15 credits	$1,812/credit		Designed for students interested in an introduction to environmental politics and policy, with emphasis on the international, transnational and global dimensions.	Baccalaureate degree from an accredited institution.
George Mason	https://catalog.gmu.edu/colleges-schools/science/environmental-policy/environmental-sustainability-management-graduate-certificate/	F2F	Environmental and Sustainability Management, GC	12-13 credits	$543/credit	$1,431/credit	Upon completion of the certificate program, graduates will be able to: 1) Identify environmental and sustainability management challenges in the private and public sector; 2) Recognize the mechanisms of public policy making that influence environmental and sustainability management decisions; and 3) Apply fundamental concepts in management science, environmental science, public administration, and management to craft and execute sustainability solutions.	Baccalaureate degree from an accredited institution with a minimum cumulative undergraduate GPA of 3.0.
George Washington University	https://tspppa.gwu.edu/certificate-environmental-resource-policy	F2F	Environmental Resource Policy, GC	12 credits	$1,825/credit		Prepares students to enter environmental policy careers in government, nonprofit organizations, the private sector, and environmental advocacy groups	Baccalaureate degree from an accredited institution. In order to satisfactorily complete several of the ENRP core courses, including applied statistics (PPPA 6002), Microeconomics for Public Policy (PPPA 6007), and environmental science (ENRP 6101/2), students must have math skills equivalent to that provided by a college course in algebra, pre-calculus, analytic geometry, or introductory statistics. Suitable applicants who lack such skills will be admitted with a stated deficiency in mathematics that must be fulfilled in the first semester of the program.
Virginia Tech	\https://liberalarts.vt.edu/departments-and-schools/department-of-political-science/academic-programs/graduate-certificate-environmental-politics-and-policy.html	Online or F2F	Environmental Politics and Policy, GC	12 credits	$783.25/credit	$1,578.5/credit	This graduate certificate in Environmental Politics and Policy is designed for non-degree-seeking students and graduate students at Virginia Tech who wish to demonstrate special competence in the research area of environmental politics and policy.	Baccalaureate degree from an accredited institution with a minimum cumulative undergraduate GPA of 3.0.

Other Major Institutions Offering Similar Programs

Institution	Link	Format	Program	Credits	Cost		Description	Requirements
Harvard	https://extension.harvard.edu/academics/programs/environmental-policy-and-international-development-certificate/	Online	Environmental Policy and International Development, GC	12 credits	$745/credit		Designed for change agents who hold roles like sustainability manager, consultant, or analyst at NGOs, Fortune 500 companies, and government agencies.	No application required.
Northeastern University	https://catalog.northeastern.edu/graduate/social-sciences-humanities/public-policy-urban-affairs/sustainability-climate-change-policy-graduate-certificate/	F2F	Sustainability and Climate Change Policy, GC	12 credits	$946/credit		This graduate certificate, a collaboration between the School of Public Policy (SPPUA) and the School of Law (NUSL), is designed to prepare students for the dynamic, evolving landscape of climate and sustainability policy. This certificate is open to JD, master's and PhD students throughout the university. This certificate is also available to professionals who have not yet been admitted to one of Northeastern's graduate programs.	Baccalaureate degree from an accredited institution.
University of Massachusetts	https://www.umassd.edu/programs/environmental-policy-grad-cert-online/	Online	Environmental Policy, GC	12 credits	$637/credit		Provides students who have earned a bachelor's degree with the essential principles of environmental policy within the context of public policy.	Baccalaureate degree from an accredited institution.

OES In-House Market Research: Projected Enrollment Information				
Program Name = Climate Action and Policy, GC				
Occupation	**# of Jobs in the Field**	**Where Professionals are Employed**	**Professional Salary Information**	**Projected Job Growth**
Information from U.S. Bureau of Labor Statistics' Occupational Outlook Handbook				
Political Scientists	7000	Federal government, excluding postal service- 50% Professional, scientific, and technical services- 21% Religious, grantmaking, civic, professional, and similar organizations- 9% Self-employed workers- 7% Educational services; state, local, and private- 6%	$125,350	9% (as fast as average)
Environmental Scientists and Specialists	87,100	Management, scientific, and technical consulting services- 25% State government, excluding education and hospitals- 24% Local government, excluding education and hospitals- 12% Engineering services- 10% Federal government, excluding postal service- 6%	$73,230/year	8% (as fast as average)
Information from State of Maryland's Occupational and Industry Projections				
Environmental Scientists and Specialists	2,000	Maryland is the top paying state for political scientists. The Washington Metropolitan area has the highest employment level in Political Scientists.	$151,660	As fast as average.
Environmental Scientists and Specialists	2,090	The District of Columbia is the second highest state with the highest concentration of jobs and location quotients in Environmental Scientists and Specialists.	$84,680/year	As fast as average.

DATE: March 10, 2022

TO: Rosina Bierbaum, Research Professor; Roy F. Westin Chair in Natural Economics
           Nathan Hultman, Professor; Director, CGS
           Thomas Kennedy, Director, Executive & Cohort Programs
           Anand Patwardhan, Professor
           Lucy Qiu, Associate Professor; Director of Strategic Research Initiatives

FROM: On behalf of the University of Maryland Libraries:

           Judy Markowitz, Librarian for Government and Politics, Public Policy, Women, Gender,
            and Sexuality Studies.

           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 School of Public Policy to create an
on-campus Post-Baccalaureate Certificate in Climate Policy and Action. The School of Public Policy
asked that we at the University of Maryland Libraries assess our collection resources to determine how
well the Libraries support the curriculum of this proposed program.

Serial Publications

The University of Maryland Libraries currently subscribe to many scholarly journals—almost all in
online format--that publish articles in the areas of Climate Policy and Action.

Because there are several aspects of the proposed program listed in the program description, there are
several categories in the Social Sciences Edition of *Journal Citation Reports** used to assess our
subscriptions. The Libraries subscribe to many of the top ranked journals that are listed in the following
categories:

Environmental Studies
Environmental Sciences
Meteorology & Atmospheric Sciences
Public Administration
Economics

Those categories are being used for this assessment since they were noted in the program description:
("is designed to create professionals able to assess, design and implement effective strategies and
actions to address climate change and lead towards a low-carbon, climate-resilient future. Concepts
and skills relevant for mitigating climate change and building resilience to its impacts will be covered
- based on foundational values of equity and justice. The certificate will address policy approaches
and actions at all governance levels and by all actors - public and private.")

Categories:
Environmental Studies – top 10
Nature Climate Change
Nature Sustainability
Annual Review of Environment and Resources
Tourism Management
Business Strategy and the Environment
Environmental Innovation and Societal Transitions
Global Environmental Change – Human and Policy Dimensions
Corporate Responsibility and Environmental Management
Wiley Interdisciplinary Reviews – Climate Change
Energy Research and Social Science
Environmental Politics

Environmental Sciences – top 10
Energy and Environmental Science
Nature Climate Change
Nature Sustainability
Lancet Planetary Health
Critical Reviews in Environmental Science and Technology – only to 2017
Water Research
Frontiers in Ecology and the Environment
Annual Review of Environment and Resources
Global Change Biology
Journal of Hazardous Materials

Meteorology & Atmospheric Sciences – top 10
Nature Climate Change
Earth System Science Data
Current Climate Change Reports (6 month embargo – use ILL)
Bulletin of the American Meteorological Society
npj Climate and Atmospheric Science (We do not own – use ILL)
Earths Future
Wiley Interdisciplinary Reviews – Climate Change
Environmental Research Letters
Journal of Advances in Modeling Earth Systems
Atmospheric Chemistry and Physics

Public Administration – top 10
Journal of European Public Policy
Journal of Public Administration Research and Theory
Public Management Review
Regulation & Governance
Review of Public Personnel Administration

Policy Studies Journal
Climate Policy
Journal of Policy Analysis and Management
Policy and Society
Policy Sciences

Economics – top 10
Quarterly Journal of Economics
Economic Geography
American Economic Review
Journal of Political Economy
Journal of Economic Literature
Cambridge Journal of Regions Economy and Society (#5 – we do not own – use ILL)
Small Business Economics
Journal of Economic Perspectives
Review of International Organizations
Journal of Finance

Additional Journals
Administrative Science Quarterly
Advances in Climate Change Research
Climate Change Economics (3-year embargo = use ILL)
Environmental Justice
Environmental Science and Policy
International Journal of Climate Change Strategies and Management
Journal of Climate change (6 months embargo)
Public Administration Review
Stanford Social Innovation Review

*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* (https://lib.guides.umd.edu/az.php) resource offers online access to databases that provide indexing and access to scholarly journal articles and other information sources. Many of these databases would be useful for Climate Policy and Action.

> *BioOne*
> *Business Source Complete*
> *Communication and Mass Media Complete*
> *Congressional Publications*

EconLit
Environmental Studies in Video
Ethnic Newswatch
Garden, Landscape & Horticulture Index
GreenFile
Greenwire (includes ClimateWire, E & E Daily, EnergyWire, E & E News PM)
Health Source Consumer Edition
Health Source Nursing/Academic Edition
HeinOnline Law Journal Library
International Political Science Abstracts
Medline
Military and Government Collection
Nexis Uni (legal and news)
PAIS
Public Health
Regional Business News
SocINDEX
Web of Science Core Collection
Worldwide Political Science Abstracts

The following general/multidisciplinary databases are also good sources of articles relevant to this topic: *Academic Search Ultimate, MasterFILE Premier, JSTOR,* and *ProjectMUSE .*

In many-and likely in most--cases, these databases offer full text copies of the relevant journal articles. In those instances, in which the journal articles are not available or available only in print format, the Libraries can make copies available through the Libraries' Interlibrary Loan service (https://www.lib.umd.edu/access/ill-article-request). (Note: see below.)

Monographs

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

 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 (https://www.lib.umd.edu/access/ill-article-request). (Note: see below).

A search of the University of Maryland Libraries' WorldCat UMD catalog was conducted, using a variety of relevant subject and keyword terms. This investigation yielded sizable lists of citations of books that we own in print and ebook and published in the last 10 years:

climatic changes = subject = 1965
climate change = subject =   2081
clean energy = subject = 244
environmental policy = subject = 1664

energy policy = subject = 1036
global warming = subject = 337
political science public policy environmental policy = subject = 291
renewable energy = subject = 1180

"environmental justice" = keyword = 417
"climate change" and "public policy" = keywords = 537

Any of the following keywords may be added to the subjects:
law and legislation
government policy
United States Congress
health aspects
economic aspects
mitigation
social aspects
specific countries

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.

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. 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 journals, monographs and databases available through the University Libraries, students in the proposed program will have access to 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 (http://www.lib.umd.edu/gis/dataset).

Statistical consulting, workshops and additional research support is available through the Research Commons (http://www.lib.umd.edu/rc).

Technology support and services are available through the Terrapin Learning Commons (http://www.lib.umd.edu/tlc).

Research Data Services (Data Archiving, Data Management Plans, Managing Data, Open Data) lib-research-data@umd.edu

The subject specialist librarian for Public Policy, Judy Markowitz (judym@umd.edu) also serves as an important resource to programs such as the one proposed. Subject librarians for Business, Economics and Environmental Science can be called upon to help as needed. 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 Public Policy. These include the Library of Congress and the National Archives.

Conclusion

With our journals holdings, monographs and databases, as well as additional support services and resources, at this point in time, our assessment is that the University of Maryland Libraries are able to meet the curricular and research needs of the proposed Post-Baccalaureate Certificate in Climate Policy and Action. Every year we are faced with resource inflation costs and a finite budget allocation. The Libraries cannot guarantee that we will continue to have access to these resources in the near future. Although journal articles, books and book chapters can be requested and received via Interlibrary Loan (ILL), access to databases cannot be fulfilled this way.

Faculty Information

The following faculty members are projected to teach in the program. All faculty are full-time unless otherwise indicated.

Name	Highest Degree Earned, Program, and Institution	UMD Title (indicate if part-time)	Courses
Anand Patwardan	Ph.D., Department of Engineering and Public Policy, Carnegie Mellon University	Professor	PLCY 798W, 741
Nathan Hultman	Ph.D., Energy & Resources Group, University of California at Berkeley	Professor	PLCY XXX(Climate Policy for a 1.5C World)
Tom Hilde	PhD, Pennsylvania State University	Associate Research Professor	PLCY 742, 744, 798T, 689I
Ryna Cui	PhD, School of Public Policy, University of Maryland College Park	Assistant Research Professor	PLCY 798K, 699Z
Jiehong Lou	PhD, School of Public Policy, University of Maryland College Park	Assistant Research Professor	PLCY 798N, 798F
Robert Sprinkle	PhD, Princeton School of Public and International Affairs	Associate Professor	PLCY 745
Rosina Bierbaum	PhD, State University of New York, Stony Brook	Research Professor	PLCY 689L
Kathleen Kennedy	PhD, California Institute of Technology	Postdoctoral researcher	PLCY699B
Khalil Shahyd	PhD (ABD), University of Delaware	Adjunct lecturer, part-time	PLCY 740

Learning Outcomes Assessment

• Learning Outcome 1: Students will understand the principles and practices of climate policy and action; they will be able to articulate the justifications for various climate interventions and apply the most suitable interventions to tackle climate change related issues in various settings.
• Learning Outcome 2: Students will be able to understand the design and implementation of policies targeting climate mitigation and adaptation outcomes – and how these outcomes can advance broader policy goals; they will be able to evaluate and compare the effectiveness and efficiency of each intervention using evidence-based approach;
• Learning Outcome 3: Students will gain practical skills related to analysis, effective communication and transdisciplinary and interdisciplinary approaches towards complex climate and sustainability problems; they will be able to apply policy analysis, systems modeling, data analytics, and economic analysis to assess climate issues, policies, and actions.

Assessment plans:
- Quizzes, exams, and tests: We will use these tools to measure students' ability to understand the fundamentals of climate policies and actions, select the most appropriate policies and actions that can maximize social welfare and ensure equitable outcomes, and apply adequately various analytical tools.
- Presentations, negotiations, and debates: We will use these tools to measure students' ability to explain the rationales for various climate policies and actions, evaluate the pros and cons of each policy and action, critique the various approaches that may lead to inefficient and inequitable societal outcomes, and effectively communicate the importance of policy elements to essential stakeholders.
- Group projects: Students will work in group settings on real-world climate policy and action projects in order to assess their ability to identify and adopt the correct and suitable analytical approach, as well as design effective and efficient interventions to address climate change at various levels.

Formal program review is carried out according to the University of Maryland's policy for Periodic Review of Academic Units, which includes a review of the academic programs offered by, and the research and administration of, the academic unit (http://www.president.umd.edu/policies/2014‐i‐600a.html). Program Review is also monitored following the guidelines of the campus‐wide cycle of Learning Outcomes Assessment (https://www.irpa.umd.edu/Assessment/LOA.html). Faculty within the department are reviewed according to the University's Policy on Periodic Evaluation of Faculty Performance (http://www.president.umd.edu/policies/2014‐ii‐120a.html). Since 2005, the University has used an online course evaluation instrument that standardizes course evaluations across campus. The course evaluation has standard, university‐wide questions and also allows for supplemental, specialized questions from the academic unit offering the course.

PCC Proposal to Establish a Master of Arts in Hearing and Speech Sciences
(Senate Document #22-23-15)

PRESENTED BY	Piotr Swistak, Chair, Senate Programs, Curricula, and Courses Committee
REVIEW DATES	SEC – November 16, 2022	SENATE – December 7, 2022
VOTING METHOD	In a single vote
RELEVANT POLICY/DOCUMENT	
NECESSARY APPROVALS	Senate, President, USM Board of Regents, and the Maryland Higher Education Commission

ISSUE

The College of Behavioral and Social Sciences's Department of Hearing and Speech Sciences proposes to establish a Master of Arts (M.A.) in Hearing and Speech Sciences. This program will serve as an "exit" option for students enrolled in one of the department's two doctoral programs: the Doctoral Degree in Clinical Audiology (Au.D.) or the Doctor of Philosophy (Ph.D.) in Hearing and Speech Sciences. Doctoral students in one of the two doctoral programs offered in the department generally succeed and earn their degree. Occasionally, students enrolled in one of these programs choose to leave the program after enrollment for two or more years in the program. These students currently have no option other than to depart the program without any degree in hand. The Graduate School at UMD has encouraged doctoral programs to create a pathway for students to obtain a Master's degree in these circumstances. This program directly meets this need.

The program will be available exclusively to doctoral students enrolled either in the department's Au.D. or Ph.D. programs. Students are required to complete 36 credits to earn the M.A. The courses that students have taken in pursuit of their specific doctoral program will constitute the course requirements for the M.A.

Although students will not have met their initial objective of graduating with a doctoral degree, by virtue of completing at least 36 credits, they will have acquired fundamental knowledge of basic and applied science in the area of speech, language, and/or hearing, with an appreciation of the scientific basis of the discipline. Students who graduate with an M.A. will not be eligible for clinical positions, but will be more marketable than those who only have bachelor's degrees and will be prepared for administrative or research positions in the discipline. The Washington, DC area in particular has multiple associations and institutes that have administrative and research positions available in this field.

There will be no additional resources necessary for this program, as it will serve students in already established programs.

The proposal was approved by the Graduate School PCC committee on October 28, 2022, and the Senate Programs, Curricula, and Courses committee on November 4, 2022.

RECOMMENDATION(S)

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

COMMITTEE WORK

The committee considered this proposal at its meeting on November 4, 2022. Sandra Gordon-Salant and Samira Anderson, from the Department of Hearing and Speech Sciences, and Jean McGloin, from the College of Behavioral and Social Sciences, presented the proposal and answered questions from the committee. The committee unanimously approved the proposal.

ALTERNATIVES

The Senate could decline to approve this new academic program.

RISKS

If the Senate does not approve this new program, the university will lose an essentially no-cost option for awarding a degree to students who have successfully completed 36 graduate-level credits.

FINANCIAL IMPLICATIONS

There are no financial implications with this program as it will not require any new instruction, facilities, or equipment. There will be no recruitment costs and the department's current administrative infrastructure is sufficient to support the students who will choose this option.

866: MASTER OF ARTS IN HEARING AND SPEECH SCIENCES

In Workflow

1. D-HESP Curriculum Manager (rnewman1@umd.edu; jnovick1@umd.edu)
2. D-HESP PCC Chair (rnewman1@umd.edu; emont@umd.edu)
3. D-HESP Chair (rbeasley@umd.edu; rnewman1@umd.edu)
4. BSOS Curriculum Manager (khall@umd.edu; gdenbow@umd.edu)
5. BSOS PCC Chair (khall@umd.edu)
6. BSOS Dean (khall@umd.edu; krussell@umd.edu; jmcgloin@umd.edu)
7. Academic Affairs Curriculum Manager (mcolson@umd.edu)
8. Graduate School Curriculum Manager (jfarman@umd.edu)
9. Graduate PCC Chair (jfarman@umd.edu)
10. Dean of the Graduate School (sfetter@umd.edu; jfarman@umd.edu)
11. Senate PCC Chair (mcolson@umd.edu; pswistak@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 (bhernand@umd.edu; fantsao@umd.edu)

Approval Path

1. Sat, 23 Jul 2022 13:50:26 GMT
   Rochelle Newman (rnewman1): Approved for D-HESP Curriculum Manager
2. Sat, 23 Jul 2022 13:51:34 GMT
   Rochelle Newman (rnewman1): Approved for D-HESP PCC Chair
3. Sat, 23 Jul 2022 13:51:52 GMT
   Rochelle Newman (rnewman1): Approved for D-HESP Chair
4. Thu, 04 Aug 2022 18:41:39 GMT
   Kristi Hall (khall): Approved for BSOS Curriculum Manager
5. Tue, 20 Sep 2022 15:16:55 GMT
   Kristi Hall (khall): Approved for BSOS PCC Chair
6. Tue, 20 Sep 2022 17:37:53 GMT
   Jean McGloin (jmcgloin): Approved for BSOS Dean
7. Fri, 14 Oct 2022 18:41:00 GMT
   Michael Colson (mcolson): Approved for Academic Affairs Curriculum Manager
8. Tue, 01 Nov 2022 13:43:10 GMT
   Jason Farman (jfarman): Approved for Graduate School Curriculum Manager
9. Tue, 01 Nov 2022 18:46:34 GMT
   Jason Farman (jfarman): Approved for Graduate PCC Chair
10. Wed, 02 Nov 2022 17:49:02 GMT
    Steve Fetter (sfetter): Approved for Dean of the Graduate School
11. Wed, 02 Nov 2022 21:31:30 GMT
    Piotr Swistak (pswistak): Approved for Senate PCC Chair

New Program Proposal

Date Submitted: Fri, 22 Jul 2022 19:09:23 GMT

Viewing: 866 : Master of Arts in Hearing and Speech Sciences
Last edit: Mon, 10 Oct 2022 19:37:09 GMT

Changes proposed by: Sandra Gordon-Salant (sgsalant)

Program Name

Master of Arts in Hearing and Speech Sciences

Program Status

Proposed

Effective Term

Fall 2023

Catalog Year

2023-2024

Program Level

Graduate Program

Program Type

Master's

Delivery Method

On Campus

Departments

Department
Hearing & Speech Sciences

Colleges

College
Behavioral and Social Sciences

Degree(s) Awarded

Degree Awarded
Master of Arts

Proposal Contact

Sandra Gordon-Salant and Samira Anderson

Proposal Summary

The proposed M.A. program in Hearing and Speech Sciences will serve as an "exit" option for students enrolled in one of two doctoral programs in HESP: the Doctoral degree in Clinical Audiology (Au.D. degree; program code CAUD) or the Doctor of Philosophy (Ph.D.; program code HESP). Occasionally, students enrolled one in these programs choose to leave the program after enrollment for two or more years in the program. The Graduate School at UMD has adopted a policy that states a path should exist for doctoral students to obtain a Master's degree in these circumstances. This proposal is to establish an M.A. program that directly meets this need.

(PCC Log Number 22030)

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 Department of Hearing and Speech Sciences offers a Master of Arts degree with major emphasis in Speech, Language, or Hearing Sciences, with either a thesis-equivalent option or a non-thesis option. The Master's degree is a non-clinical degree. Students will acquire fundamental knowledge of basic and applied science in the area of speech, language, and/or hearing, with an appreciation of the scientific basis of the discipline. Academic course work includes graduate-level courses taken within the Department of Hearing and Speech Sciences or in other departments at UMD with prior approval of the student's Program Planning Committee or academic advisor + two additional faculty members. A minimum of 36 credits in academic coursework is required for the degree.

Catalog Program Requirements:

Curricular Requirements: 36 Credits

Course	Title	Credits
Any of the following courses:		
HESP600	Instrumentation in Hearing and Speech Sciences	3

EDMS645	Quantitative Research Methods I	3
EDMS651	General Linear Models II	3
HESP602	Advanced Seminar in Neurological Bases of Communication	2
EDMS771	Multivariate Data Analysis	3
EDMS722	Structural Modeling	3
EDMS646	General Linear Models I	3
HESP605	Assessment & Intervention in Bilingual Populations	3
HESP606	Basic Hearing Measurements	3
HESP610	Language Disorders in Adults	2
HESP611	Cognitive Disorders in Adults	2
HESP612	Fluency Disorders	2
HESP613	Autism Spectrum Disorders	2
HESP615	Counseling in Communicative Disorders	3
HESP616	Language Disorders in the Pre-school Age	2
HESP617	Cultural and Linguistic Diversity in Communication and its Disorders	2
HESP620	Speech Production Disorders Across the Lifespan	3
HESP621	Bilingualism in Children and Adults	3
HESP622	Neuromotor Disorders of Speech	3
HESP623	Education, Policy & Advocacy in Bilingual Service Delivery	3
HESP624	Voice Disorders	2
HESP625	Dysphagia	3
HESP626	Language disorders in school-aged children and adolescents	2
HESP627	Augmentative and Alternative Communication	2
HESP630	Electrophysiological Measurements	3
HESP632	Medical Audiology	3
HESP634	Anatomy and Physiology of the Auditory and Vestibular Systems	3
HESP635	Aural Rehabilitation/Habilitation	3
HESP636	Geriatric Audiology	3
HESP638	Research Practicum	1-3
HESP639	Special Topics in Hearing and Speech Sciences	1-3
HESP645	Pediatric Audiology	3
HESP646	Educational Audiology	3
HESP700	Hearing Aids	3
HESP701	Hearing Aids II	3
HESP702	Diagnostic Procedures in Speech-Language Pathology	2
HESP704	Audiology Practice Management	3
HESP706	Advanced Clinical Audiology	3
HESP708	Independent Study	1-6
HESP710	Industrial and Environmental Noise Problems	3
HESP712	Cochlear Implants and Other Implantable Technologies	3
HESP722	Psychoacoustics	3
HESP730	Vestibular-ocular Assessment and Management (Electrophysiologic Measures II)	3
HESP799	Master's Thesis Research	1-6
HESP808	Current Research in Hearing, Speech and Language Services	1-3
HESP818	Seminar in Language Processing	3
HESP828	Seminar in Hearing Science	3
HESP838	Seminar in Language Acquisition	3
HESP848	Seminar in Audiology	3
HESP849	Capstone Research Project I	2
HESP859	Capstone Research Project II	1-2
HESP868	Seminar in Speech Science	3
HESP878	Seminar in Language Disorders	3

HESP888	Seminar in Neurological Bases of Language	3
Thesis Option:		6
HESP708	Independent Study	
HESP889	Doctoral Candidacy Research	
HESP849 & HESP859	Capstone Research Project I and Capstone Research Project II	

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.

<u>Year 1</u>

<u>Fall</u>

HESP 606   Basic Hearing Measurement (3)

HESP 700   Hearing Aids I (3)

HESP 600   Instrumentation (3)

<u>Winter</u>

HESP 615   Counseling in Communicative Disorders (3)

<u>Spring</u>

HESP 701   Hearing Aids II (3) (3)

EDMS 645   Quantitative Research Methods I (3)

HESP 706   Advanced Clinical Audiology (3)

(Year 1 written comprehensive examinations given at the end of spring)

<u>Summer Session I</u>

HESP 635   Rehabilitative Audiology (3)

<u>Summer Session II</u>

HESP 634   Anatomy & Physiology of the Auditory & Vestib Systems (3)

<u>Year 2</u>

<u>Fall</u>

HESP 630   Electrophysiologic Measures I (3)

HESP 722   Psychoacoustics (3)

HESP 645   Pediatric Audiology (3)

<u>Winter</u>

HESP 704   Practice Management (3)

<u>Spring</u>

HESP 632   Medical Audiology (3)

HESP 724   Research Design (3)

HESP 636   Geriatric Audiology (3) OR

HESP 730   Electrophysiologic Measures II (3)

(Year 2 written comprehensive exams given at the end of spring

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

Learning Outcomes
Student demonstrates adequate performance in academic pursuits
Student demonstrates adequate understanding of ethical behavior
Student responses to written comprehensive examinations demonstrate a good understanding of theoretical concepts and relevant literature
Student research skills and methods are acceptable
Overall performance in the program is acceptable

New Program Information

Mission and Purpose

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

The proposed MA program in Hearing and Speech Sciences is a revival of a previous graduate program that was available within the HESP Department, but was inadvertently removed from the listing of graduate programs several years ago. With the recent Graduate School policy in which graduate programs should provide a path for all doctoral students at UMD to earn a Master's Degree, the HESP Department seeks to resurrect this previous MA option for doctoral students to choose as an exit option. Per the Graduate Council, "in cases where such a Master's program does not exist, we encourage programs to add "exit" options for doctoral students by proposing new Master's programs or revise existing Master's programs." The proposed MA program would serve this need to provide an exit option for doctoral students.

Program Characteristics

What are the educational objectives of the program?

The educational mission is to provide a scientific background in hearing, speech, and/or language sciences, which may include knowledge in causes, progression, and treatment of communication disorders.

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

The program will be available exclusively to doctoral students enrolled either in the Ph.D. program in Hearing and Speech Sciences (HESP) or the Doctoral Program in Clinical Audiology (CAUD). Students will not be admitted to the program who are not already enrolled in one of these programs.

Consistent with the campus objective stated above, the M.A. degree in Hearing and Speech Sciences will be an exit option for doctoral students for a number of reasons, including, but not limited to, those who prefer to exit with a Master's degree, fail comprehensive examinations (in which case they must fulfill the thesis option), or fail a dissertation prospectus defense.

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.).

Doctoral students in one of the two doctoral programs offered in HESP generally succeed and earn their degree. However, we occasionally have a student who decides to leave the doctoral program for one of a number of reasons, and these students have had no option other than to depart the program without any degree in hand. This has occurred even after a student has successfully completed three or four years of training. Recently, the Graduate School adopted a policy for programs to add "exit" options for doctoral students who leave the program, by proposing new Master's programs or revise existing Master's programs to accommodate such students. In response to this new policy, a committee was formed in the HESP Dept. to develop a plan for a Master's degree in Hearing and Speech Sciences. The committee consulted other top-tier Ph.D. and Au.D. programs in the U.S. to identify models of these exit programs in our discipline. The committee subsequently formulated a detailed that meets general university requirements for a Master of Arts degree that should be easily attainable by students who have succeeded in the first two or three years of their doctoral program. The plan for this new M.A. program was presented to all HESP faculty in March of 2022 and approved by them.

Select the academic calendar type for this program (calendar types with dates can be found on the Academic Calendar page)

Traditional Semester

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

The thesis requirement will be met by Ph.D. students by successful completion of the candidacy research. These students register for 6 credits of candidacy research in which they conduct original research. For the Au.D. students, the summative assessment requirement will be met either by successfully passing written comprehensive examinations in Years 1 and 2 of the program (non-thesis option), or by successfully completing a Capstone Research Project (normally completing in Year 3 of the program).

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

As this is an exit option for enrolled doctoral students, the specific actions and strategies to be utilized to recruit and retain a diverse student body reflect those already in place for the two doctoral programs that potentially feed into this M.A. program. However, we would hope that our doctoral students from diverse backgrounds complete the doctoral program in which they are enrolled and do not opt out (i.e., pursue the M.A. degree proposed here).

Relationship to Other Units or Institutions

If a required or recommended course is o#ered 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.

Students will not be required to take a course offered by another department specifically for this M.A. program. Most courses within the pre-existing Doctor of Audiology and Doctor of Hearing and Speech Sciences Programs are offered within the HESP Dept. Those few courses that are taken

by students in other departments (i.e., statistics courses in EDMS, research ethics course in NACS) are already incorporated in those other degree programs. Thus, there will not be any additional burden on any other department's faculty and resources.

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 proposed M.A. program in Hearing and Speech Sciences will not be accredited. Moreover, students completing this program, which does not have a clinical practicum requirement, will be ineligible for licensure or certification in Audiology or Speech-Language Pathology.

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 overall academic direction and oversight for the program will be provided by the Director of Graduate Studies in HESP. On an individual student basis, academic direction for a particular course of study to satisfy program requirements will be from the student's Program Planning Committee (in the case of Ph.D. students), and from the student's academic advisor + two additional faculty members (in the case of Au.D. students).

Indicate who will provide the administrative coordination for the program

The program administrators who will coordinate the include the HESP Director of Graduate Studies, the HESP Director of the Ph.D. Program, and the HESP Director of the Au.D. 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.

Resources will be the same as those used in the existing graduate programs for HESP. No new library resources are required. Dan Mack, from the University Libraries, confirmed that it is not necessary to have a library assessment in this case since there will not be any new courses.

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

All physical facilities, infrastructure and instructional equipment are already in place for the Ph.D. and Au.D. programs. No new facilities are required.

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.

There are no new courses or sections of existing courses to be taught. There will be no resources required other than those already in place for the existing Ph.D. and Au.D. programs.

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

No additional resources for administration and advising will be required for the program, as these resources currently exist for the Ph.D. and Au.D. programs.

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 new resources are required for this program. We are working with the Provost's Office to develop the MHEC budget tables to reflect the cost of running the 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.

The need for the program is to fill a void for those enrolled doctoral students who leave their program, so that they have a graduate degree (Master's degree) in hand. This degree makes them eligible for higher-level jobs than holding a Bachelor's degree by itself, and improves employability for these students. The MA degree signifies that the holder has advanced knowledge in the field of Speech, Language, and Hearing Sciences.

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, or Maryland state Occupational and Industry Projections 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 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.

In the past, we have had roughly 1 student/year (or fewer) exit the doctoral program, who would be eligible for this proposed M.A. degree program. This number reflects those who departed from the combined enrollments of both the Ph.D. program and the Au.D. programs offered by the HESP Department.

Individuals graduating with a Master's Degree in Hearing and Speech Sciences would be eligible for administrative or research positions in this discipline. For example, the American Speech-Language-Hearing Association (located in Rockville, MD) currently has positions for which this degree would be appropriate, including clinical research associate and manager of clinical certification, The Henry M. Jackson Foundation for the Advancement of Military Medicine (located in Bethesda, MD) has openings for research coordinators in Audiology and Speech. There are also a number of research positions listed with the Akaina Family of Companies in Bethesda, MD, for research assistants in speech and hearing, to provide scientific, technical, and programmatic support for research conducting at Walter Reed Army Military Medical Center (Bethesda, MD). There are numerous comparable administrative and research positions at the NIH, specifically at the National Institute for Deafness and Other Communication Disorders (NIDCD) in both the intramural and extramural programs. Most of these positions require a M.A. degree in the broad disciplines of Speech and Hearing Sciences.

Identify similar programs in the state. Discuss any di#erences 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 di#erences 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 no comparable programs in the State of Maryland. The only other programs are to obtain an M.A. in Speech-Language Pathology. UMD already has a program in Speech-Language Pathology; the proposed program does not aim to train Speech-Language Pathologists to provide clinical services to individuals with speech and language disorders, which is the goal of the existing SLP programs.

We note, however, that many other Ph.D. and Au.D. programs at other institutions offer an M.A. option for those students who leave their doctoral program in a Department of Hearing and Speech Science (e.g., University of Wisconsin).

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 are not aware that the proposed program will have an impact on HBIs in the state, nor will it impact the uniqueness or identify of a Maryland HBI.

Supporting Documents

Attachments

Plan for Assessing Learning Outcomes.docx
Faculty Training practices.docx
Faculty Listing_REV.docx

Key: 866

Plan for Assessing Learning Outcomes

Department of Hearing & Speech Sciences

Proposed M.A. Program in Hearing and Speech Sciences

The Learning Outcomes Assessment for the proposed M.A. Program in Hearing and Speech Sciences will evaluate a student's performance in several dimensions that suggest the student has acquired the knowledge and background commensurate with the degree. These dimensions, enumerated in the online Program Management System, will be assessed via a rubric to be administered at the time the student decides to exit the doctoral program. The rubric will include each of the dimensions listed, and the student's mentor and Program Planning Committee (in the case of a Ph.D. student) or the Audiology Planning Committee (in the case of an Au.D. student) will determine if the student meets, exceeds, or has not yet met the learning objective.

The completed rubric will be placed in the student's folder and if an individual student has not met expectations, then the relevant committee will meet with the student to discuss strategies to improve areas of weakness, prior to earning the M.A. degree.

Following completion of the rubrics for all students in this M.A. program each year, a summary evaluation will be made of the most recent cohort in the broad dimensions assessed in the rubric. Areas of weakness that are pervasive across students (more than 2 individual students) will be discussed among the Department's faculty at a regular faculty meeting. Any additional issues that are raised through the use of these rubrics will also be considered by the committee and the Department faculty as a whole. The goal will be to modify elements of the academic program (courses, advising strategies, comprehensive examination procedures, research projects, etc.) that are problematic.

Faculty Training practices

Department of Hearing and Speech Sciences

All new faculty are strongly encouraged to attend schedule a teaching consultation from the UMD Teaching and Learning Transformation Center (TLTC) during the first semester of teaching at UMD. This consultation provides a baseline assessment of the instructor's course materials, teaching style, method of assessment, classroom climate, etc., and offers alternative methods of teaching and classroom management. At faculty orientation, new faculty members are also made aware of the extensive teaching resources available at the TLTC.

On an ongoing basis, all faculty are encouraged to attend workshops offered by the TLTC, as well as to join one of the many Learning Communities at UMD that are especially relevant for a particular faculty member.

The department conducts peer evaluations of each faculty member each semester. All faculty members are also required to conduct the student assessments of teaching each semester. The Department Chair reviews peer and student evaluations each semester, and schedules a meeting to discuss challenges in teaching with any faculty member who is having difficulty.

Proposed M.A. Program in Hearing and Speech Sciences
Table of Faculty in the program

Name	Title	Credentials†	Institution & Area of terminal degree	Courses
Full-time faculty				
Rochelle Newman	Professor and Chair	Ph.D.	SUNY Buffalo, Psychology	NACS 600
Samira Anderson	Assoc Prof and Director of Graduate Studies	Au.D., Ph.D., CCC-A	Northwestern U, Audiology	HESP 706 HESP 630 HESP 704
Nan Bernstein Ratner	Professor and DGS, NACS	M.A., Ed.D., CCC-SLP	Boston U., Applied Psycholinguistics	HESP 616 HESP 626
Jan Edwards	Professor	Ph.D., CCC-SLP	CUNY Graduate Center, Speech-Language Pathology	HESP 608 HESP 620*
Yasmeen Faroqi-Shah	Professor	M.A., Ph.D., CCC-SLP	Northwestern U., Speech-Language Pathology	HESP 602 HESP 611 HESP 610
Sandra Gordon-Salant	Professor, Director of CAUD Program	M.A., Ph.D., CCC-A	Northwestern U., Audiology	HESP 606 HESP 630
Matthew Goupell	Professor and Director, Ph.D. Program	Ph.D.	Michigan State U., Physics	HESP 722 HESP 634 HESP 712* HESP 639E
Eric Hoover	Assistant Prof	Ph.D.	Northwestern U., Audiology	HESP 700 HESP 701 HESP 710
Yi Ting Huang	Assoc Prof	Ph.D.	Harvard U., Developmental Psychology	HESP 724
Eusabia Mont	Clinical Assoc Prof	M.A., CCC-SLP	California State U - Northridge, Speech-Language Pathology	HESP 603
Nicole Nguyen	Clinical Assoc Prof	Au.D., CCC-A	University of Maryland, Audiology	HESP 712*
Jared Novick	Assoc Prof	Ph.D.	U. of Pennsylvania, Cognitive Psychology	HESP 639X++
Vivian Sisskin+	Clin Prof	M.A., CCC-SLP	Chapman U., Speech-Language Pathology	HESP 612 HESP 613

Kristin Slawson	Clin. Assoc Prof	M.A., CCC-SLP	UMD, Speech-Language Pathology	HESP 620*
Colleen Worthington	Clinical Professor	M.A., CCC-SLP	Loyola U., Speech-Language Pathology	HESP 702
Part-time faculty				
Ed Bice	Adjunct Prof	M.Ed. CCC-SLP	U. of Virginia, Communication Disorders	HESP 639D
Rebecca Bieber	Adjunct Prof	Au.D., Ph.D., CCC-A	UMD, Audiology	HESP 632*
Jennifer Chisholm	Adjunct Prof	Au.D., CCC-A	UMD, Audiology	HESP 632*
Alex Presacco	Adjunct Prof	Ph.D.	UMD, Neuroscience and Cognitive Science	HESP 600
Nancy Solomon	Adjunct Prof	M.A., Ph.D., CCC-SLP	U. of Arizona, Speech-Language Pathology	HESP 624
Anna Tinnemore	Ph.D. student	Au.D., CCC-A	U. of Arizona, Audiology	HESP 606
Hannah Willison	Adjunct Prof	Au.D., CCC-A	UMD, Audiology	HESP 645
Christopher Zalewski	Adjunct Prof	M.A., Ph.D., CCC-A	Gallaudet U, Audiology	HESP 730

[†] Credentials in this field include the Certificate of Clinical Competence in Audiology (CCC-A) and the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP)

++Doctoral level seminars with rotating topic

* Indicates course is team-taught

+faculty member retired in 2022; instructor to be replaced

Proposal to Promote Mental Health and Equity in the Excused Absence Policy

PRESENTED BY	**Amy Karlsson, Chair**
REVIEW DATES	**SEC – November 16, 2022	SENATE – December 7, 2022**
VOTING METHOD	**In a single vote**
RELEVANT POLICY/DOCUMENT	**V-1.00(G) – University Of Maryland Policy On Excused Absence**
NECESSARY APPROVALS	**Senate, President**

ISSUE

In August 2021, Senator M Pease, an Undergraduate from the College of Behavioral and Social Sciences, submitted a proposal (Senate Document #21-22-04) on behalf of themself and Associate Professor John Cummings, Associate Professor in the A. James Clark School of Engineering, to the Senate Executive Committee (SEC) regarding the excused absence policy. The proposal suggested that the current excused absence policy, V-1.00(G), prioritizes physical health and, in so doing, disadvantages students who cannot receive respite due to mental health concerns, as the current excused absence policy does not name mental health as a reason for an excused absence.

The proposal stemmed from concerns that Pease had cited from their constituency related to interest in improving leniency for mental health days or other approaches to address student mental health concerns that have been exacerbated by the pandemic. There were also concerns that the current policy requirement of physician-signed notes could create a barrier for students from under-represented minority backgrounds or disadvantaged socioeconomic backgrounds.

RECOMMENDATION(S)

The APAS Committee recommends that the proposed revisions to the University of Maryland Policy on Excused Absence (V-1.00(G)), as shown immediately following this report, be approved.

In addition to the proposed revisions, the APAS committee has several recommendations to be considered by the University:
- The University should develop and disseminate resources and best practice guidelines for faculty on designing courses to improve the educational experience of students who are experiencing mental health difficulties, without creating undue burden on faculty, including: course-level excused absence policies that may be more flexible than the campus policy, designing flexible assignments, recording lectures, and other ways of making course materials available to students.
- The committee recommends the University improve educational awareness centered around student and faculty understanding of the excused absence policy.

- The committee has heard positive sentiment regarding the addition of a fall break or associated mental health days. The committee recommends the University explore the benefits and complications of adding a fall break or mental health days.
- The committee has heard the real complexity and challenges associated with the mental health crisis on faculty and students alike. The committee recommends the University continue to be cognizant of the mental health crisis, continue to incorporate practices that promote student mental health, and continue to avoid placing undue burden on faculty and staff members.

COMMITTEE WORK

The SEC charged the APAS committee with reviewing the proposal, the current excused absence policy, any recent exceptions to University policies that recognized the impact on student mental health, and best practices at Big10 peer institutions. The committee was also charged with consulting with the proposers, a representative of the Office of Undergraduate Studies, Associate Chairs for Undergraduate Studies in departments that offer laboratory or experiential courses, a representative of the University Counseling Center, a representative of the Office of the Registrar, a representative of the Office of the Senior Vice President & Provost, and the Senate Student Affairs Committee.

In its charge the APAS committee was asked to consider if the University should have specific provisions that address excused absences. The committee heard historical concerns from the representative from Undergraduate Studies regarding separate provisions in the policy and her recommendation that those not be again replicated. It became clear, from various consultations, to the committee that while the original intent of the excused absence policy was meant to define health as both physical and mental health that this needed to be explicitly defined in the policy. The committee also heard real concerns from faculty about the dangers of increased workload, especially for those in large lecture and experiential courses, should there be any increased number of absences added to the current policy. However, the committee heard that there are initiatives, like educational awareness campaigns, that can help instructors understand flexibility outside the scope of policy. The committee learned from both the representative from the Office of the Registrar and the Provost's Office that adding a day to the University calendar would be difficult and that advocating to the Board of Regents would perhaps have a greater impact.

After due consideration, the APAS committee voted to update the excused absence policy to refer to mental and physical health. By electronic vote, the committee also voted to include a list of recommendations to pass on to ensure further consideration of these issues. Senate office staff was in contact with the Office of General Counsel to review revisions to the policy.

ALTERNATIVES

The Senate could choose not to accept these recommendations.

RISKS

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

FINANCIAL IMPLICATIONS

There are no known financial implications to adopting these recommendations.

Proposal to Promote Mental Health and Equity in the Excused Absence Policy

2022-2023 Committee Members

Amy Karlsson (Chair)
Gabrielle Angeletti (Undergraduate Student)
John Bono (Faculty)
John Buchner (Faculty)
William Cohen (Ex-Officio- Provost's Rep)
Adrian Cornelius (Ex- Officio- University Registrar Rep)
Alice Donlan (Staff)
Caroline Eades (Faculty)
Joseph Eggen (Faculty)
Jason Farman (Faculty)
Alka Gandhi (Faculty)
Shannon Gundy (Ex-Officio-Director of Undergraduate Admissions Rep)

Isaiah Hilsenrath (Undergraduate Student)
Prudence Iwundu (Undergraduate Student)
Katherine Izsak (Faculty)
Lisa Kiely (Ex-Officio- Undergraduate Studies Rep)
Andrew Lewis (Graduate Student)
Li Ma (Faculty)
Kellie Rolstad (Faculty)
Monica VanKlompenberg (Faculty)
Zeena Zakharia (Faculty).

Date of Submission
November 2022

BACKGROUND

In August 2021, Senator M Pease, an Undergraduate from the College of Behavioral and Social Sciences, submitted a proposal (Senate Document #21-22-04) on behalf of themself and Associate Professor John Cummings, Associate Professor in the A. James Clark School of Engineering, to the Senate Executive Committee (SEC) regarding the excused absence policy. The proposal suggested that the current excused absence policy, V-1.00(G), prioritizes physical health and, in so doing, disadvantages students who cannot receive respite due to mental health concerns, as the current excused absence policy does not name mental health as a reason for an excused absence.

The proposal stemmed from concerns that Pease had cited from their constituency related to interest in improving leniency for mental health days or other approaches to address student mental health concerns that have been exacerbated by the pandemic. There were also concerns that the current policy requirement of physician-signed notes could create a barrier for students from under-represented minority backgrounds or disadvantaged socioeconomic backgrounds.

The proposal cited specific areas of change in the current policy: the lack of acknowledgment of mental health in V-1.00(G).I; the lack of options for excused absences based for mental health purposes in V-1.00(G).II; the requirement in V-1.00(G).II.2.a for physician-certified notes for more than one absence or for absences coinciding with major grading events; and any other changes the Senate may deem appropriate to create a more empathetic and equitable excused absence policy.

The proposers saw these changes as a way to promote wellness in the University community, to relieve pressure placed on students, and to address barriers to taking needed time off without severe academic consequences.

In August 2021, the SEC charged the APAS committee with reviewing the proposal, the current excused absence policy, any recent exceptions to University policies that recognized the impact on student mental health, and best practices at Big10 peer institutions. The committee was also

charged with consulting with the proposers, a representative of the Office of Undergraduate Studies, Associate Chairs for Undergraduate Studies in departments that offer laboratory or experiential courses, a representative of the University Counseling Center, a representative of the Office of the Registrar, a representative of the Office of the Senior Vice President & Provost, and the Senate Student Affairs Committee. The SEC asked the committee to make recommendations to the Senate on whether changes to the current excused absence policy are needed. The APAS committee's response was due to the Senate Office no later than November 11, 2022.

CURRENT PRACTICE

Section I of V-1.00(G), the current excused absence policy, lays out a set of obligations for student and faculty in regards to an excused absence. For an excused absence, it states specifically that, "within reason," students are "entitled to receive any materials provided to the class during the absence." In the current policy, an excused absence does not excuse a student from the work missed due to that absence. Faculty are obligated to provide necessary materials for a student due to an excused absence.

Section II of V-100(G) the policy calls specific attention to "medically necessitated absences." This policy outlines that one time per course per semester, a student is allowed to provide a self-signed excuse as documentation of an absence from a single class that does not interfere with a "major assessment or assignment due date." Currently, the policy is a minimum guideline that all classes must adhere to but flexibility may be exhibited across different courses or instructors.

COMMITTEE WORK

The APAS Committee began reviewing its charge (Appendix 1) in February 2022. Committee members expressed concerns and suggestions related to the implementation process of the proposed additions to the excused absence policy. Members shared concerns for instructors who teach courses with several hundred students and that implementation of any more excused absences mandated in policy may be impractical for those instructors. Other members were concerned about lack of viable enforcement of such policies by the University and the dangers of a one-size-fit-all approach to such a policy. A working group was formed to look at other Big10 institutions to examine best practices at other universities (Appendix 2).

Early in its review, the committee met with the proposers to share their perspectives on the proposal. The proposers made clear that mental health should be recognized in the excused absence policy and access to equity is impacted by requiring students to have a note signed by a physician. Of particular concern for this proposal were students from marginalized communities, as the proposers brought up that these students would most be affected by lack of access to intervention or professional guidance. They added that policy should consider accessibility to treatment and documentation and that education of policy and practice, including best practice guidelines, would be useful in addition to any policy revisions. From these discussions it was clear that policy should accommodate the needs of small, team-based courses as well as large lectures. One of the proposers provided to the committee a document of community testimonies that were gathered in support of the proposal. The document included over 30 testimonies from undergraduates of ranging years and disciplines that voiced personal reflections of the importance of this proposal. This was distributed and considered by the committee as part of its review. The working group also reported on its review of other Big10 institutions, citing that most institutions do not directly address mental health issues currently but cited a recent letter to Congress, suggesting

that it is an issue of concern for a large number of institutions. The committee convened discussion on the proposal for the summer.

The committee resumed consultations on the proposal in the fall by first establishing a list of questions to bring to the remaining consultations. Committee members were invited to add their questions to a collaborative document to bring to each consultation. The committee consulted first with the Student Affairs committee in September. Student Affairs committee members listed concerns around generational and cultural differences of what "health" means, stating that not every person has the same preconceptions of what health includes. The Student Affairs committee members were also in favor of a limit to the number of excused days off, with that policy being a minimum and faculty having the flexibility to go up from that requirement. Students voiced that seeing uniformity across syllabi of the same courses would be important and would mitigate confusion. A major concern was raised regarding the awareness of the current excused absence policy, specifically the knowledge that students do not have to specify their particular illness to their instructor. The Student Affairs committee members were interested in the possibility of adding a fall break day or mental health day in the semester.

The APAS committee consulted with a representative of the Office of Undergraduate Studies. It was clear from the consultation that students' concerns from the Student Affairs committee regarding the uncertainty that they did not have to specify illness on a self-signed note were surprising. One key point was raised by the representative, that "health" and "medically necessitated" in the current excused absence policy was originally intended to mean both physical and mental health. The representative shared, however, that revisions to make the policy more clear, holistic, and broad may be beneficial for the APAS committee to consider. A great deal of attention was also given to the idea that awareness campaigns would be beneficial to promote education about the current policy. During the same meeting, the committee also consulted with a representative of the Office of the Registrar. While the representative shared that the excused absence policy was not aligned with the purview of the Office of the Registrar he was able to share information to committee members about the feasibility of adding extra days to the calendar. He shared that due to the nature of the academic calendar, implementation of extra days during the semester (i.e., a fall break) would be difficult to navigate.

In its review, the committee sought the help of the Provost's representative to distribute a Qualtrics survey to departments that offer laboratory or experiential courses. The representative expressed a concern in being able to accomplish the charge as written, citing that there was no clear and distinct way to define an "experiential course." The committee member proposed that sending the survey to all departments would solve the problem and allow for a bigger sample size to be included for the committee's considerations. Chair Karlsson agreed and a memo (Appendix 3) was distributed to Senate Leadership and the SEC detailing the exact revisions to the charge. Senate Leadership approved the revisions to the charge and the revised charge (Appendix 4) was distributed to committee members. The survey, which was populated by questions from committee members and translated into a survey-appropriate format by a committee member, was distributed to all Associate Chairs and Directors of Undergraduate Studies on October 3, 2022. The deadline for survey responses was October 10, 2022.

The APAS committee received the survey response data from the Associate Chairs and Directors of Undergraduate studies on October 12, 2022. There were several takeaways that the committee learned from the survey data. Most respondents were empathetic to being flexible to students experiencing a mental health crisis. However, of great concern, was the impact and burden that more leniency or added days to the excused absence policy would create for large lecture and

laboratory courses. There were also concerns reflected in the survey data about the potential abuse of a more lenient excused absence policy and that students would fall behind too greatly in their coursework. However, responses generally seemed supportive of adding mental health explicitly to the current excused absence policy. Respondents of the survey seemed to think that a policy should cover both small and large classes. Committee members noted consistently the complexity of the issues surrounding mental health and this charge.

The committee also met with the director of the University Counseling Center. The director had several key takeaways that he impressed upon the committee for their consideration. He shared that there is good evidence that mental health issues are increasing in severity across Universities and this should be kept in mind when coming to a decision. The committee also learned that the University is set up to attend to short and medium term mental health needs but long term needs are handled by the University to the best extent possible. He shared with the committee his opinion that the policy should be updated to add clarification and such a clarification will help legitimize mental health in a formal way. He also shared with the committee potentially impactful starting places for faculty looking to supplement the current policy, like including mental health on syllabi and talking about mental health with their students.

The APAS committee, finally, consulted with a representative from the Office of the Senior Vice President and Provost. The Provost's representative let the committee know that the Provost Office has been in tune with the discussions happening around campus and around the country in regards to mental health. The committee learned that the Provost and the Vice President for Student Affairs have collaborated and formed a mental health taskforce to address mental health concerns systemically and institutionally. The Provost's representative shared that the Provost's principle concern in this area is about student's academic progress and that additional absences could create a circumstance in which students would fall further behind. The committee learned that the policy is blunt in the fact that it can only say what the minimum is, which is challenging due to the wide variety of disciplines offered by the University. The Provost's representative added that there are more things that could be done at the course level rather than to enshrine in policy something that is potentially inflexible. He shared that the Provost's office thinks that the current policy is adequate; however, he added, he has heard a real interest in making the mental health provisions explicit in the current policy. The representative shared that the policy could be more explicit about covering both mental and physical health conditions and cited some dimensions of the policy that could be explained more fully. Committee members questioned if policy was necessarily the correct lever of change for this issue.

In its charge the APAS committee was asked to consider if the University should have specific provisions that address excused absences. The committee heard historical concerns from the representative from Undergraduate Studies regarding separate provisions in the policy and her recommendation that those not be again replicated. It became clear, from various consultations, to the committee that while the original intent of the excused absence policy was meant to define health as both physical and mental health that this needed to be explicitly defined in the policy. The committee also heard real concerns from faculty about the dangers of increased workload, especially for those in large lecture and experiential courses, should there be any increased number of absences added to the current policy. However, the committee heard that there are initiatives, like educational awareness campaigns, that can help instructors understand flexibility outside the scope of policy. The committee learned from both the representative from the Office of the Registrar and the Provost's Office that adding a day to the University calendar would be difficult and that advocating to the Board of Regents would perhaps have a greater impact.

After due consideration, the APAS committee voted to update the excused absence policy to refer to mental and physical health. By electronic vote, the committee also voted to include a list of recommendations to pass on to ensure further consideration of these issues. Senate office staff consulted with the Office of General Counsel (OGC) to review revisions to the policy.

RECOMMENDATIONS

The APAS Committee recommends that the proposed revisions to the University of Maryland Policy on Excused Absence (V-1.00(G)), as shown immediately following this report, be approved.

In addition to the proposed revisions, the APAS committee has several recommendations to be considered by the University:

- The University should develop and disseminate resources and best practice guidelines for faculty on designing courses to improve the educational experience of students who are experiencing mental health difficulties, without creating undue burden on faculty, including: course-level excused absence policies that may be more flexible than the campus policy, designing flexible assignments, recording lectures, and other ways of making course materials available to students.
- The committee recommends the University improve educational awareness centered around student and faculty understanding of the excused absence policy.
- The committee has heard positive sentiment regarding the addition of a fall break or associated mental health days. The committee recommends the University explore the benefits and complications of adding a fall break or mental health days.
- The committee has heard the real complexity and challenges associated with the mental health crisis on faculty and students alike. The committee recommends the University continue to be cognizant of the mental health crisis, continue to incorporate practices that promote student mental health, and continue to avoid placing undue burden on faculty and staff members.

APPENDICES

Appendix 1 — Original Charge from the Senate Executive Committee
Appendix 2 — Peer Institution Data
Appendix 3 — Memo of Charge Revisions
Appendix 4 — Amended Charge Dated September 30, 2022

V-1.00(G)   UNIVERSITY OF MARYLAND POLICY ON EXCUSED ABSENCE
(Approved by the President May 6, 2016; Technical Amendments August 7, 2017; Technical Amendments October 1, 2019)

I.   Policy

An excused absence is an absence for which the student has the right to receive, and the instructor has the responsibility to provide, academic accommodation.

Students are expected to take full responsibility for their own academic work and progress. Students, to progress satisfactorily, must meet all of the requirements of each course for which they are registered. Students are expected to attend classes regularly. Consistent attendance offers students the most effective opportunity to gain command of course concepts and materials. Excused absences must be requested promptly and must be supported by appropriate documentation.

Excused absences do not alter the academic requirements for the course. Students are responsible for information and material missed on the day of absence. Students are within reason entitled to receive any materials provided to the class during the absence. Students are responsible for making provision to determine what course material they have missed and for completing required exercises in a timely manner.

Events that justify an excused absence include religious observances; mandatory military obligation; **physical or mental health conditions of the student or an immediate family member** illness of the student or illness of an immediate family member; participation in university activities at the request of university authorities; and compelling circumstances beyond the student's control (e.g., death in the family, required court appearance). Absences stemming from work duties other than military obligation (e.g., unexpected changes in shift assignments) and traffic/transit problems do not typically qualify for excused absence.

II.   Notification and Documentation

To receive accommodation for an excused absence:

1. The student must notify the instructor in a timely manner. The notification should be provided either prior to the absence or as soon afterwards as possible. In the case of religious observances, athletic events, and planned absences known at the beginning of the semester, the student must inform the instructor during the schedule adjustment period. All other absences must be reported as soon as is practical.

2. The student must provide appropriate documentation of the absence. The documentation must be provided in writing to the instructor by the means specified in the syllabus.

a. For **health-related** ~~medically necessitated~~ absences, **including mental and physical health**: s~~S~~tudents may, one time per course per semester, provide a self-signed excuse as documentation of an absence from a single class (e.g., lecture, recitation, or laboratory session) that does not coincide with a major assessment or assignment due date. For all other **health-related** ~~medically necessitated~~ absences, a course instructor may request that students provide documentation from a **health care provider** ~~physician~~ or the University Health Center to verify an absence. In cases where students are asked to provide verification, the course instructor may request the dates of treatment or the time frame that the student was unable to meet academic responsibilities, but may not request diagnostic information.

b. For all other absences students must provide verifiable documentation upon request (e.g., religious calendar, court summons, death announcement, etc.).

3. Providing false information to University officials is prohibited under Part 10.e.1 of the University of Maryland *Code of Student Conduct* (V-1.00[B]) and may result in disciplinary action.

III. Academic Accommodations

In keeping with the USM III-5.10 Policy Concerning the Scheduling of Academic Assignments on Dates of Religious Observance, "Students shall not be penalized because of observances of their religious holidays and shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances." For all other excused absences, the student must be provided academic accommodation. The accommodation provided should, within reason, neither advantage nor disadvantage either the student or the rest of the class.

If the accommodation is a makeup assessment, it must be timely, at a time and place agreed upon by the instructor and student, cover the same material, and be at the same level of difficulty as the original assessment. In the event that a group of students requires the same makeup assessment, one time and place may be scheduled. The makeup assessment must not interfere with the student's regularly scheduled classes, and must be consistent with the V-1.00(A) University of Maryland Policy on the Conduct of Undergraduate Classes and Student Grievance Procedure.

If makeup work is not feasible, an alternate accommodation for excused absences will be provided. Alternate accommodations will be according to the principles established by the unit offering the course.

Students who miss a substantial number of class sessions or course assignments should seek guidance from an academic advisor with respect to academic options.

Extended absences stemming from active military duty are addressed in the USM V-7.00 Policy on Students who are called to Active Military Duty during a National or International Crisis or Conflict.

Absences related to a student's disability are addressed in the VI-1.00(D) University of Maryland Disability & Accessibility Policy and Procedures.

IV.   Appeals

Students who feel that they have unfairly been denied either excused absence or appropriate accommodation for an excused absence should first seek to resolve the disagreement with the course instructor. If the student and instructor are unable to find a mutually agreeable resolution, the student may file an appeal with the head of the administrative unit offering the class. In most cases this will be the Chair of the Department. In the case of non-departmentalized units and interdepartmental programs, this role will be taken by the Dean (or the Dean's designee).

The unit head should use procedures similar to those specified in the III-1.20(B) University of Maryland Procedures for Review of Alleged Arbitrary and Capricious Grading – Undergraduate Students – but with clear indication that the appeal is with regard to excused absence, not arbitrary and capricious grading.

Replacement for:
Policy III-5.10(A) University of Maryland Policies and Procedures Concerning Academic Assignments on Dates of Religious Observances
Policy V-1.00(G) University of Maryland Policy for a Student's Medically Necessitated Absence from Class

UNIVERSITY SENATE

CHARGE

Charged: February 22, 2022 | Deadline: November 11, 2022

Proposal to Promote Mental Health and Equity in the Excused Absence Policy
(Senate Document #21-22-04)
Academic Procedures & Standards (APAS) Committee | Chair: John Lea-Cox

The Senate Executive Committee (SEC) and Senate Chair Williams request that the Academic Procedures & Standards (APAS) Committee review the concerns raised regarding student mental health and equity in the University's Excused Absence Policy.

Specifically, the APAS Committee should:

1. Review the Proposal to Promote Mental Health and Equity in the Excused Absence Policy (Senate Document #21-22-04).

2. Review the University of Maryland Policy on Excused Absence (V-1.00[G]).

3. Review any recent exceptions to University policies that recognized the impact on student mental health.

4. Review provisions for addressing student mental health concerns in excused absence policies or through other procedures and processes at Big10 and other peer institutions.

5. Consult with the proposers.

6. Consult with a representative of the Office of Undergraduate Studies.

7. Consult with Associate Chairs for Undergraduate Studies in departments that offer laboratory or experiential courses.

8. Consult with a representative of the University Counseling Center.

9. Consult with a representative of the Office of the Registrar.

10. Consult with a representative of the Office of the Senior Vice President & Provost.

11. Consult with the Senate Student Affairs Committee.

12. Consider whether the University should have specific provisions that address excused absences associated with student mental health in its policies.

13. Consider whether the requirements for excused absences associated with student mental health concerns should be made more flexible.

14. Consider whether the University should allow designated self-certified wellness days or designated university-wide mental health days off built into the calendar.

15. Consider the impact of excused absences from laboratory or other experiential courses on student learning outcomes.

16. Consider the resource and workload implications of mandated make-up laboratory or other experiential assignments if additional options for excused absences are permitted.

17. Consider whether there are equity implications related to documentation for excused absences, and whether any such implications should be addressed in policy or practice.

18. If appropriate, recommend whether University policy and/or procedures should be amended.

We ask that you submit a report to the Senate Office no later than **November 11, 2022**. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, reka@umd.edu.

Appendix 2 - Peer Institution Data

Instittuion	Campus-Wide Policy?	Mental Healty Policy?	Excused Absence Make-up Policy?**	Do they mention things UMD doesn't?	Notes
Big 10					
Ohio State	Y?	N			Faculty can set attendance policies, there's a list of "legitimate" excused absence
Ohio State Part 2	N?				
Illinois	Y	N	Evening exams. If there's a conflict, they must be made up, but it's not clear if daytime exams must be made up; Assume the daytime policy is broad enough to cover that.	Volenteer emergency work (state law), pregnancy, citizenship, acts of nature, illness and injury to familly	There's an official letter students get, documentation might be required
Rutgers	Y	N	If excused absence is an exam, must be made-up	"Personal obligations claimed by the student and recognized as valid by the instructor.", weather,	"There is no university-wide regulation requiring class attendance. However, attendance is an essential and intrinsic element of the educational process. In any course in grade. It is the responsibility of the instructor to define the policy for attendance at the beginning of the course."
MI State	N		Policy defers to Instructors to schedule and make up exams		
MI	Y	N			Limited to Illness, Religious, Unvierstiy sanctioned ever
Penn State	Y	N	Policy defers to Instructors to schedule and make up exams	Voting, school/employment interviews	Students can fail for not attending
Wisconsin	N		Policy defers to Instructors and/or Dept to schedule and make up exams		"The faculty and departments have the authority to determine what types of excuses for absences are acceptable or what measures shall be taken in the case of a studer
Wisconsin part 2					"Faculty and instructors may require students to attend scheduled meetings of a class and/or to participate in other course-related activities, including distance activities. activities, not including practice activities for performances or athletic events.
Wisconsin part 3					"University classes may be officially dismissed at any campus whenever they conflict in time with: A previously announced public appearance on or near that campus by President of the United States."
Indiana	Y	N	No specifics on make-up exam policy	US presidential speeches. Threat to personal safety	"Generally, faculty will allow for a certain number of missed classes
Minnesota	Y	--->Y<---	If excused absence is an exam, must be made-up	Pregnancy, participation in university governance SAT, ACT exams, voting,	"For circumstances not listed in (1), the instructor has primary responsibility to decide on a case-by-case basis if an absence is due to unavoidable or legitimate circumsta
Purdue	Y	N	If excused absence is an exam, must be made-up	Parenting Leave (includes adoption)	
Iowa	Y	N	If excused absence is an exam, must be made-up		illness needs a letter
Iowa Part 2					They put religious and military exemptions here, but leave other policies up to the college
Nebraska	Y	N			There is no automatic reasons to miss class
Northwestern	N		have a campus wide policy on make-up		Schools and units maintain their own policies

UNIVERSITY SENATE	**MEMORANDUM | #21-22-04**	
Academic Procedures & Standards Committee (APAS)		

Amendment to the Mental Health and Equity in the Excused Absence Policy (Senate Document #21-22-04) Charge

TO Rochelle Newman, Chair of the Senate

FROM Amy Karlsson, Chair, APAS Committee

DATE September 23, 2022

In the course of the Academic Procedures & Standards (APAS) Committee's review of the Proposal to Promote Mental Health and Equity in the Excused Absence Policy (Senate Document #21-22-04) the following amendment to charge element #7 was proposed by a Committee member and agreed with by Chair Karlsson:

> Consult with Associate Chairs **and Directors of** ~~for~~ Undergraduate Studies **across the whole University** ~~in departments that offer laboratory or experiential courses.~~

The Committee member in question was solicited by the APAS Committee and Senate Staff to help distribute a survey to fulfill the consult to departments that offer laboratory or experiential courses. The Committee member expressed a concern in being able to accomplish the charge as written, citing that there is no real working definition of what would constitute an "experiential course."

In order to meet this element of the charge, Chair Karlsson is asking the SEC to review these proposed changes to the charge element to broaden the scope so as to allow the survey to be distributed amongst Associate Chairs and Directors across all departments of the University.

**Proposal to Promote Mental Health and Equity in the Excused Absence Policy
(Senate Document #21-22-04)
Academic Procedures & Standards (APAS) Committee | Chair: John Lea-Cox**

The Senate Executive Committee (SEC) and Senate Chair Williams request that the Academic Procedures & Standards (APAS) Committee review the concerns raised regarding student mental health and equity in the University's Excused Absence Policy.

Specifically, the APAS Committee should:

1. Review the Proposal to Promote Mental Health and Equity in the Excused Absence Policy (Senate Document #21-22-04).

2. Review the University of Maryland Policy on Excused Absence (V-1.00[G]).

3. Review any recent exceptions to University policies that recognized the impact on student mental health.

4. Review provisions for addressing student mental health concerns in excused absence policies or through other procedures and processes at Big10 and other peer institutions.

5. Consult with the proposers.

6. Consult with a representative of the Office of Undergraduate Studies.

7. Consult with Associate Chairs and Directors of Undergraduate Studies across the whole University.

8. Consult with a representative of the University Counseling Center.

9. Consult with a representative of the Office of the Registrar.

10. Consult with a representative of the Office of the Senior Vice President & Provost.

11. Consult with the Senate Student Affairs Committee.

12. Consider whether the University should have specific provisions that address excused absences associated with student mental health in its policies.

13. Consider whether the requirements for excused absences associated with student mental health concerns should be made more flexible.

14. Consider whether the University should allow designated self-certified wellness days or designated university-wide mental health days off built into the calendar.

15. Consider the impact of excused absences from laboratory or other experiential courses on student learning outcomes.

16. Consider the resource and workload implications of mandated make-up laboratory or other experiential assignments if additional options for excused absences are permitted.

17. Consider whether there are equity implications related to documentation for excused absences, and whether any such implications should be addressed in policy or practice.

18. If appropriate, recommend whether University policy and/or procedures should be amended.

We ask that you submit a report to the Senate Office no later than **November 11, 2022**. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, reka@umd.edu.

Revisions to the College of Agriculture & Natural Resources (AGNR) Plan of Organization

PRESENTED BY	**Gene Ferrick, Chair**
REVIEW DATES	**SEC – October 17, 2022	SENATE – December 7, 2022**
VOTING METHOD	**In a single vote**
RELEVANT POLICY/DOCUMENT	**UMD Plan of Organization for Shared Governance, University Senate Bylaws**
NECESSARY APPROVALS	**Senate, President**

ISSUE

The University of Maryland Plan of Organization for Shared Governance mandates that all Colleges and Schools be governed by a Plan of Organization. These Plans must conform to provisions and principles set forth in the University's Plan, the Bylaws of the University Senate, the Policy on Shared Governance in the University System of Maryland, and best practices in shared governance. Revisions to the Plan of Organization of each College, School, and the Library must be reviewed and approved by the University Senate. The Senate Elections, Representation, & Governance (ERG) Committee is the standing committee responsible for conducting these reviews. The College of Agriculture & Natural Resources (AGNR) submitted changes to its Plan of Organization to the University Senate for review in January 2020.

RECOMMENDATIONS

The Elections, Representation, & Governance Committee recommends that the Senate approve the revised College of Agriculture & Natural Resources (AGNR) Plan of Organization.

COMMITTEE WORK

Starting in April 2020, the ERG Committee started an iterative process with the AGNR representative to align AGNR's revised Plan with the principles and requirements of the Plan of Organization for Shared Governance at the University of Maryland. This process included recognition of AGNR's unique structure with units located on and off campus and its role with traditional academic units and its units that align with its land grant mission of service through University of Maryland Extension. The review process required a collaborative feedback discussion following each committee meeting to balance interests and align principles.

The ERG Committee reviewed the AGNR Plan during April 2020, feedback provided with identified areas where shared governance and administrative functions should be separated, noted that there is no single body fulfilling the function of the Faculty Advisory Council, pointed out instances where staff and student representation was inadequate, and noted a range of unclear or missing language related to AGNR bodies. During this time Faculty Affairs Committee also provided input about AGNR's appointment, promotion and tenure (APT) policy.

The School submitted a revised Plan on March 2021 addressing areas of concern. The ERG committee reviewed and provided feedback to AGNR in May 2021 with identified areas where faculty representation should be improved on shared governance bodies, noted that elections procedures are unclear, and quorum should be specified for all bodies.

Early March 2022 AGNR submitted a revised Plan based on ERG committee feedback. AGNR addressed these concerns by proposing several changes: merged the College Council & Faculty Advisory Council into one council, called the Faculty Advisory Council, gave clear explicit definitions and quorums, added a section stating the Faculty Advisory Council conduct reviews of unit plans every ten years, added a section to specify the process for the broader College Plan review and included appendices for a College organizational chart, the College APT policy and the College AEP policy, and creating a new section for the DEIR Council and Dean's Global Leadership Council. Both are administrative bodies that advise the Dean and not shared governance bodies.

In conjunction with the AGNR Plan review, the Faculty Affairs Committee Working Group reviewed the APT policy. The Working Group's review raised concerns about the AGNR's process when APT Review Committees have questions or disagree with the assessment of the First Level Review Committee (e.g., who conveys the final decision and how). The Working Group also questioned a missing stipulation about virtual meetings and AGNR's standard practice to require all APT Review Committee members to be present in person to make quorum, in this instance, AGNR was firm about requiring the presence of all eight committee members. AGNR added a stipulation to clarify the Working Group's question about the First Level Review Committee and for virtual meetings as only the Dean can allow them. The Working Group collaborated with AGNR to ensure the policy aligns with University guidelines and submitted the revised AGNR APT policy for the committee's consideration and recommendation.

The ERG Committee voted to approve the revised Plan March 29, 2022. The Faculty Affairs Committee voted to approve AGNRs revised APT policy on April 29, 2022.

AGNR college assembly approved the revised policy in a vote concluding on September 30, 2022.

ALTERNATIVES

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

RISKS

There are no associated risks.

FINANCIAL IMPLICATIONS

There are no financial implications.

Revisions to the College of Agriculture & Natural Resources (AGNR) Plan of Organization

2022-2023 Committee Members

Gene Ferrick (Chair)
Sara Alemseged (Undergraduate Student)
Michelle Appel (Ex-Officio Associate VP IRPA Rep)
Hammed Ayansola (Graduate Student)
Richard Klank (Faculty)
Karen McDonald (Ex-Officio-Director of Human Resources Rep)
Erin Miller (Faculty)
Rishabh Mukund (Graduate Student)
Matthew Salerno (Undergraduate Student)

Marcia Shofner (Faculty)
David Steel (Faculty)
Hilary Thompson (Faculty)
Aaron Tobiason (Exempt Staff)
Michael Werre (Non-Exempt Staff)

Date of Submission
October 16, 2022

BACKGROUND

The University of Maryland Plan of Organization for Shared Governance mandates that all Colleges, Schools, and the Libraries be governed by a Plan of Organization. These Plans must conform to provisions and principles set forth in the University's Plan, the Bylaws of the University Senate, and the Policy on Shared Governance in the University System of Maryland, as well as with best practices in shared governance. Revisions to the Plan of Organization of each College, School, and the Libraries must be reviewed and approved by the University Senate. The Senate Elections, Representation, & Governance (ERG) Committee is the standing committee responsible for conducting these reviews.

Over the course of fall 2019, representatives of the ERG Committee met with representatives of the College of Agriculture and Natural Resources (AGNR) to discuss anticipated changes to its Plan of Organization. The College of Agriculture & Natural Resources (AGNR) submitted revisions to its Plan of Organization to the University Senate for review in January 2020, including revisions to its appointment, promotion and tenure (APT).

COMMITTEE WORK

In April 2020, the ERG Committee conducted an in-depth assessment of the revised Plan and provided feedback to AGNR. The committee identified areas where shared governance and administrative functions should be separated, noted that there was no single body fulfilling the function of the Faculty Advisory Council as specified in the University Plan of Organization, pointed out instances where staff and student representation was inadequate, and noted a range of unclear or missing language related to AGNR bodies. In April 2020, representatives of the ERG Committee met with representatives of AGNR to discuss the Committee's feedback.

In March 2021, AGNR submitted a revised version of its Plan. Besides format changes to meet standards, more detail was added regarding election procedures and the College Council was added as the chief body of shared governance. These changes were substantively discussed during the May 3, 2021 meeting by the ERG Committee.

In May, the Committee recommended the Plan clarify that the College Council was the chief body of shared governance and its role should be defined as such. The College Council should thus have more faculty representation from each unit, along with representation from staff and undergraduate and graduate students. The Committee also recommended a reduction in the number of appointment members of the Council and include information about quorum, term lengths, and election procedures for various bodies. The Committee also identified there should be provisions related to the review of and approval of the College and sub-unit Plans of Organization. Further, the Committee discussed options for ensuring appropriate representation in School bodies between Tenured/Tenure-Track (T/TT) and Professional Track (PTK) faculty. These recommendations were then submitted to AGNR for review.

AGNR submitted a revised draft in June 2021. The Plan was reviewed by the full ERG Committee at its November 2021 meeting. At the meeting, Committee members discussed the makeup of the College Council and the Faculty Advisory Council (FAC) and continued to express concerns about unit representation and ensuring balance between TTK and PTK representatives. The ERG Committee also noted that term limits should be more clearly specified and concern that responsibilities of the Faculty Advisory Council as specified in the University's Plan of Organization were being split between the College's FAC and the College Council.

The Committee also had recommendations to clarify the selection of members to the Dean's Undergraduate Student Advisory Council and Staff Advisory Council as well as ensuring equal representation of undergraduate and graduate student representatives in the College Assembly. It recommended that AGNR add students to the PCC Committee and that the Diversity, Equity, Inclusion and Respect Council, and the Dean's Global Leadership Council be moved to reflect their role as administrative bodies that advise the Dean as opposed to shared governance bodies. The Committee met with a representative from AGNR to review these discussed elements the following week.

Following that discussion in November 2021, AGNR submitted a revised draft in February 2022 that addressed many of the Committee's concerns. Based on a review of the draft by the Committee chair and Senate Office staff, the chair met with a representative from AGNR to finalize wording and organizational changes to ensure the Committee's feedback and recommendations were addressed. Most substantively, those discussions led to a merging of the Faculty Advisory Council and College Council to form one body that would perform the functions of the required Faculty Advisory Council under the University's Plan of Organization and have sufficient representation from necessary constituencies. The new Faculty Advisory Council would consist of the TTK and PTK faculty Senators, a separate elected faculty member from each unit and staff, undergraduate, and graduate representatives elected from each of those constituencies' Dean's advisory councils. In addition, the membership of the Staff Advisory Council was adjusted to better reflect the positioning of exempt and non-exempt staff in units located on-campus and off-campus. The election process was adjusted to ensure there was at least one exempt and at least one non-exempt staff member from the units on-campus collectively and from the units off-campus collectively. No changes were made to the makeup of the PCC Committee based on the culture of the College.

The ERG Committee discussed these changes and identified the Plan did not specifically identify the FAC as having a role in strategic planning for the College, as expected under the University's Plan of Organization. There was concern expressed regarding the business of the Assembly only requiring a quorum of ⅓ of the College Assembly, but the Committee determined that because there was no specific guideline in the University's Plan of Organization that would prohibit such a provision, it was not necessary to request a change. The Committee voted to approve the Plan at its meeting on

March 29, 2022. This vote was contingent on AGNR agreeing to include a provision clarifying that the FAC would also have a role in strategic planning. Following the ERG Committee's approval, the representative from AGNR agreed that strategic planning should be added to the role of the FAC in the Plan.

In conjunction with the AGNR Plan review, the Faculty Affairs Committee Working Group reviewed the APT policy. The Working Group's initial review raised concerns about the AGNR's process when APT Review Committees have questions or disagree with the assessment of the First Level Review Committee (e.g., who conveys the final decision and how). The Working Group also had questions about the number of APT committee members needed for quorum whether it is standard practice to require all APT Review Committee members to be present in person to make quorum, in this instance, AGNR was firm about requiring the presence of all eight committee members. Procedures for virtual meetings were clarified as only the Dean can give permission to allow them. The Working Group collaborated with AGNR to address these concerns and revise the policy to align with University guidelines. AGNR addressed all the concerns that were raised by the Working Group. The Working Group submitted the revised AGNR APT policy for the committee's consideration and recommendation. After a review of the final APT policy, Faculty Affairs Committee voted to approve the APT policy and the APT Committee and Professional Track Faculty Committee provisions in the AGNR Plan on April 29, 2022.

On March 29, 2022, the ERG Committee voted to approve the revised plan contingent on the Faculty Affairs Committee approval of the AGNR APT policy. Subsequently, the Faculty Affairs Committee approved AGNR's APT policy at the April 29, 2022 meeting. The AGNR College Assembly approved the revised Plan on September 30, 2022.

RECOMMENDATIONS

The Elections, Representation, & Governance Committee recommends that the Senate approve the revised Plan of Organization for the College of Agriculture & Natural Resources as shown immediately following this report.

APPENDICES

Appendix 1 — 2009 College of Agriculture & Natural Resources (AGNR) Plan of Organization

Plan of Organization

Table of Contents

I.   **Purpose**

The purpose of the College of Agriculture and Natural Resources (AGNR) ("the College") Plan of Organization is to provide a framework for the systematic decision-making processes in management and academic decisions, concordant with the expectations of the University of Maryland ("the University) and the Policy of Shared Governance in the University System of Maryland (USM) (I-6.00). Inherent in this purpose is a commitment to shared governance and a responsibility for maintaining channels of communication across the administration, faculty, staff, and students. The executive authority of the AGNR administration flows from the Senior Vice President & Provost through the Dean, whereas shared governance authority originates in the USM Policy of Shared Governance and the Plan of Organization for Shared Governance at the University of Maryland ("the UMD Plan") and flows through the University Senate to AGNR.

II.   **Mission**

We embody the University's land-grant mission with a commitment to eliminate hunger and malnutrition, preserve our natural resources, improve quality of life, and empower the next generation through a world-class education.

III.   **Constituents of the College**

A. The following Units, including academic, non-degree-granting, and personnel, comprise AGNR:

1. Academic Units

   a. Department of Agricultural and Resource Economics (AREC)

   b. Department of Animal and Avian Sciences (ANSC)

   c. Department of Environmental Science and Technology (ENST)

   d. Department of Nutrition and Food Science (NFSC)

   e. Department of Plant Science and Landscape Architecture (PSLA)

   f. Institute for Applied Agriculture (IAA)

   g. Department of Veterinary Medicine (VTMD)

2. University of Maryland Extension (UME)

3. Maryland Agricultural Experiment Station (MAES)

4. Maryland Campus of the Virginia-Maryland Regional College of Veterinary Medicine

B. Faculty refers to all Tenured/Tenure-Track and Professional Track Faculty appointed in both on and off campus facilities in the College unless otherwise noted.

C. Staff refers to all Exempt and Non-Exempt staff employed by the College in both on and off campus facilities in any of the Units listed above.

IV. **Administration**

A. **Dean and Director**. The Dean is the Chief Executive Officer of AGNR. The Dean also serves as Director of UME and MAES.

   1. The Dean has overall responsibility for the College's facilities, budget, academic affairs, research operations, programs, operations, and personnel matters.

   2. The Dean has statewide responsibility for articulating the mission and goals of the College.

   3. The Dean is appointed by the authority of the President of the University of Maryland upon recommendation of the Senior Vice President and Provost, following a search involving substantial participation by faculty, staff, students, and constituents of the state.

B. **Associate and Assistant Deans/Directors and Assistants to the Dean/Director.** The Dean may appoint Associate and Assistant Deans/Directors and Assistants to the Dean/Director who serve at the Dean's discretion.

   1. Associate or Assistant Deans/Directors may be appointed for each of the major responsibility areas including instruction, research, extension, and international programs. Each of these shall assist the Dean to administer College operations.

   2. Appointments shall be made with substantial input from College faculty, staff, and students, as appropriate. The Dean will follow all University procedures with regard to appointments and/or reappointments.

C. **Unit Heads.** Each Unit of the College shall be administered by a Department Chair, Associate Director or Director. Unit Heads are responsible for their Unit's budget, program direction, and personnel matters, including recommendations for appointments, tenure, promotions, and salaries, in concert with procedures of the University. Each chair or Unit Head will be appointed by the Dean or their representative following a search process with substantial involvement of faculty, staff, students, and stakeholders of the unit as appropriate. All University procedures with regard to appointments will be followed.

D. **Administrative Council (AC)**. The AC shall advise the Dean on strategic thinking for the College.

1. Membership: All department chairpersons/associate deans/assistant deans, program leaders, program directors, and key academic/administrative leadership are members of the Council.

2. Meetings: Meetings of the Council shall be called by the Dean at least twice a year.

V. **College Councils**

A. **Diversity, Equity, Inclusion, and Respect Council (DEIRC)**

1. **Mission.** The AGNR Diversity Council's mission is to effectuate the College's DEIR plan to improve diversity, inclusion, and equality within the college community by promoting dialogue, providing information, and fostering respect for all students, faculty, and staff, and AGNR clientele. In carrying out its mission, the council chair will report to the Dean of AGNR. Specifically, the Council works to:

   a. Fully effectuate and support the College's four DEIR goals and four College-level initiatives and modify the DEIR plan, as needed;

   b. Review AGNR's unit DEIR plans and provide input;

   c. Comment on policy-related issues, including ways in which current policy strengthens or detracts from the diversity of the composition of the faculty, staff, student body, and eligible clientele; and

   d. Present recommendations to the Dean that include strategies, individuals responsible for specific actions, timelines for implementation, and measurable outcomes that reflect continuous improvement of College climate and identify methods that "move the needle" on diversity, equity, and inclusion, and foster respect for AGNR clientele, faculty, staff, and students.

2. **Representation.** The Council will reflect the broad diversity of the College's faculty, staff, and students. Individuals will be selected so that the unique differences within the College bring about a Council that supports individual and collective achievements to create an environment that is both respectful of these differences and inclusive of all.

3. **Membership.** The AGNR DEIR Council shall have the following members (23 voting members and 2 ex-officio).

a. The constituencies represented are:

   i. Faculty

     (a) Tenured/Tenure-Track (TTK) Faculty: one representative from each of AGNR's Academic Units (six)[1] and two representatives from UME.

     (b) Professional Track Faculty (PTK): three representatives from on-campus Units, including one from the IAA and two from UME.

     (c) MAES (one)

   ii. Exempt Staff members (two)

   iii. Non-Exempt Staff members (two)

   iv. Graduate Student members (two)

   v. Undergraduate Student members (two)

   vi. IAA Student (one)

   vii. Assistant Dean for Academic Programs

   viii. Associate Chair (appointed by the Dean): Academic Chair/Associate Dean/Associate Dean and Director

   ix. Non-Voting Ex-officio: Director Human Resources Management and Compliance Programs/Equity Administrator (Chair of Survey Committee)

   x. Non-Voting Ex-officio: AGNR Diversity Officer

b. Members to the AGNR DEIR Council will be elected by their respective unit or representative group for a three-year term and may be re-elected for up to two consecutive terms. Faculty (TTK and PTK) members representing Academic Units, UME, and IAA will be elected by their respective unit. Units are strongly encouraged to seek input from their unit-level DEIR committees/councils, where appropriate.

c. The Dean will appoint the member representing MAES based on input from the Associate Dean of MAES. The Assistant Dean for Academic

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[1] Agricultural and Resources Economics, Animal and Avian Sciences, Environmental Science and Technology, Nutrition and Food Science, Plant and Landscape Architecture, and Veterinary Medicine.

Programs will represent the diversity issues of students and facilitate the nomination of two graduate students and two undergraduate students. The Director of IAA will facilitate the nomination of the IAA student representative.

d. The two on-campus PTK faculty representatives, the two exempt staff representatives, and the two non-exempt staff representatives shall be elected from an election conducted by the Dean's Office. Members of the College community may nominate individuals to represent exempt or non-exempt staff by sending a nomination letter to the Office of the Dean. Individuals interested in serving may also self-nominate by sending a letter of interest to the Office of the Dean with the support of their respective supervisor.

e. The Director of Human Resources Management and Compliance Programs/Equity Administrator, and the AGNR Diversity Officer are permanent staff members of the Council. They will serve as subject matter advisors and provide support to the Council.

4. **Leadership.** The DEIR Council leadership will consist of four members of the Council;

a. The Council Chair (TTK faculty);

   i. The Chair will be elected by the members of the Council.

   ii. The Chair will serve a two-year term and may serve no more than two consecutive terms.

b. An Associate Chair;

   i. The Associate Chair is appointed by the Dean and must be an Associate Dean or Associate Dean/Director or Academic Unit Head.

   ii. The Associate Chair will serve a one two-year term and may be re-appointed by the Dean for one additional year.

c. A Faculty Member (TTK or PTK); and

   i. The Faculty Member will be elected by the members of the Council.

   ii. The Faculty Member will serve a two-year term and may serve no more than two consecutive terms.

d. The AGNR Diversity Officer shall serve as a permanent ex-officio on the Council.

e. Together, these four members comprise the Executive Committee of the Council and may meet as needed to facilitate the work of the Council.

5. **Quorum.** A quorum of 15 of the 23 voting members of the Council must be present (in-person or via telephone or video link) in order to conduct business. At least one of the two ex-officio members should be present to conduct official business.

6. **DEIR Committees**

   a. **Policy Committee**: Review institutional policies; and make recommendations to the Council about diversity-related policy issues.

   b. **Terrapin Strong/Education**: Coordinate AGNR's Terrapin Strong initiatives (Committee Chair, the Assistant Dean for Academic Programs).

   c. **Data and Survey Committee**: Oversee the administration of the climate survey and communication of AGNR data. (Committee Chair and Director of HRRMCP).

   d. **Ad Hoc Committees**: The Council may create ad hoc committees, as needed, such as an external stakeholder/community engagement committee, a student learning/curriculum committee, an awards and recognition committee, and a mentoring and development committee, etc.

      i. **Frequency of meetings**

         (a) The Council will meet at least two times during the fall and spring semesters at a time agreed upon by the majority of the membership.

         (b) The committees of the Council will meet as needed to conduct their business.

      ii. **Annual Report.** An annual report summarizing activities, outcomes, recommendations, and goals for the following year is submitted to the Dean each year by first Tuesday in May.

B. **Dean's Global Leadership Council (DGLC)**. To function as an external advisory board to the Dean of AGNR and provide a mechanism for input on issues and concerns to the College from external stakeholders.

   a. Membership: The membership will be determined by the Dean with input from College unit heads, associate deans, faculty, and staff, and will include representation from a variety of stakeholders of the College.

b. Organization: Members will serve for a period of three (3) years and may be extended at the discretion of the Dean.

c. Meetings: The DGLC will meet with the Dean a minimum of two (2) times per year. Special meetings may be called by the Dean.

VI.   **Shared Governance Structure and Organization**

The overall current structure for the College is shown in the organizational chart in Appendix 1 of the Plan. The Dean shall communicate with and be advised by elected representatives of the faculty, staff, and students as described below.

A. **Faculty Advisory Council**

1. Purpose: The Faculty Advisory Council (FAC) is the chief body of shared governance in AGNR. The business of the FAC shall be consistent with the Policy of Shared Governance in the University System of Maryland (I-6.00) and the Plan of Organization for Shared Governance at the University of Maryland, College Park.

   a. The FAC will provide input to the Dean on matters including, but not limited to, strategic planning, administrative staffing, facilities use and planning, and the annual budget of the College.

   b. The Dean, Chair, or Director shall provide a report of the Unit's expenditures of the prior fiscal year to the FAC.

   c. The FAC will be responsible for the systematic review and approval of this College Plan of Organization.

   d. The FAC shall also serve as a Committee on Committees for the College to:

      i. Nominate a slate of candidates for service on all committees of the College; and

      ii. Provide a slate of candidates from within the College from which administrators above the Department or Academic Program level may appoint representatives to bodies in order to participate in the search, nomination, and review of administrators within the College.

2. Membership. Membership on the FAC shall include AGNR faculty who are on the College Park campus and in extension offices as follows:

   a. Elected faculty Senators (TTK and PTK) of the College; and

    b. One additional faculty (TTK or PTK) representative elected from each College Unit.

    c. Two staff members (one exempt and one non-exempt) elected from the Staff Advisory Council (SAC);

    d. One undergraduate student member elected from the Dean's Undergraduate Student Advisory Council (DUSAC); and

    e. One graduate student member elected from the Dean's Graduate Student Advisory Council (DGSAC).

    f. Members elected by the University Senate election process shall have terms that coincide with their terms on the Senate and all other members shall serve a one-year term with eligibility for re-election for up to two additional years that total three consecutive years.

3. Organization: At the first meeting of an academic year, Council members shall elect a Chair, Vice Chair, and Secretary from within the Council's membership. Officers shall serve a one-year term and can be re-elected two times for a total of three years of service.

4. Meetings: The Council will meet twice a semester. A quorum shall be a simple majority of the members. Special meetings may be called by the Council Chair or by the Dean.

B. **Dean's Undergraduate Student Advisory Council (DUSAC)**

1. Purpose: The DUSAC will represent the College's undergraduate student body to the Dean and provide input on College and department policies and procedures.

    a. They will facilitate dialogue and relationship building among students, staff, faculty, and alumni.

    b. The DUSAC will listen to student concerns and advocate on their behalf to the Dean's Office and the Academic Programs Office to support an equitable, accessible, and high-quality academic experience for all students of the College.

    c. The DUSAC will serve to unite the AGNR student body for professional and social events and causes, and is committed to fulfilling its responsibilities of abiding by the University's policies.

2. Membership: The DUSAC shall be composed of the following voting members elected each academic year:

a. One (1) representative from each Academic Department including the IAA and the Environmental Science and Policy program.

b. One (1) member representing the AGNR Peer Mentor program.

c. One (1) member representing the AGNR Ambassador program.

d. One (1) member representing the AGNR Student Council.

e. One (1) member representing AGNR's China 2+2 Program.

f. One (1) member representing MANRRS.

g. Two (2) At-Large members elected from the entire undergraduate student body.

3. Organization & Executive Board

a. Organization: Membership shall be limited to current undergraduate students at the University of Maryland, College Park and AGNR. The Organization will meet once per semester with the Dean of the College.

b. Executive Board: The DUSAC will be managed by an Executive Board that will be elected annually by the membership. They will be responsible for the finances, activities, scheduling, and general management of the DUSAC as a whole.

   i. The Executive Board will consist of at least three (3) nominated and elected members currently serving on the DUSAC.

   ii. The roles and responsibilities of the Executive Board members are outlined in the DUSAC Bylaws.

   iii. The Executive Board will be elected once per year by a majority vote of the DUSAC.

4. Meetings

a. The DUSAC will hold meetings at least once a month during the academic year. The schedule will be established at the beginning of each semester.

b. A quorum will be a simple majority of the members.

c. The DUSAC meetings will follow "Robert's Rules of Order for Small Committees."

C. **Dean's Graduate Student Advisory Council (DGSAC)**

1. Membership: The Dean's Graduate Student Advisory Council (DGSAC) shall be composed of at least one voting representative from each of the College's academic departments that offers graduate degrees, and at least three but no more than five At-Large voting members. The representatives will be elected by each department each academic year. At-large members will be nominated by the units and elected in a College-wide election process.

2. Functions and Responsibilities:

   a. Advise the Dean and provide a forum for the exchange of information and discussion of matters pertinent to the graduate experience in the College.

   b. Coordinate programs among the students, faculty, and alumni.

   c. Evaluate University, College, and department information and policies.

   d. Hear student's concerns and be the voice of the College's graduate student population to the Dean's Office and Departmental Graduate Program Offices.

   e. Facilitate relationships between departments, faculty, staff, students, and alumni and the Office of the Dean, and to foster a sense of community in the College.

   f. Educate students on academic policies and procedures.

   g. Assess DGSAC initiatives and find ways to promote its mission and purpose.

3. Officers: The officers of DGSAC shall be the Chair and other officers as specified in the DGSAC constitution. The officers shall be elected annually by a majority vote of the members of DGSAC.

4. Meetings and Notices:

   a. Meetings shall be held at least monthly during the academic year at a time and place designated by the officers of DGSAC. In order to conduct business a quorum as defined by a simple majority of the members will be required.

   b. Minutes shall be distributed after each meeting.

   c. Notices of regular meetings shall be sent to all DGSAC members on a regular basis. A summary of DGSAC activities email shall be distributed periodically to all AGNR graduate students and posted on the DGSAC website.

5. Committees: The officers of DGSAC may constitute standing and ad-hoc committees as deemed necessary.

D. **Staff Advisory Council (SAC)**

1. Purpose: To function as an advisory board to the Dean of AGNR, and to provide a mechanism for input on issues and concerns of campus and non-campus staff.

2. Membership: SAC Membership shall consist of one representative elected from the exempt and non-exempt staff from each of the following units: AREC, ANSC, ENST, IAA, NFSC, PSLA, and VTMD; and two representatives elected from the exempt and non-exempt staff from both MAES and UME.

3. Elections for representatives will occur each fall, in November.

   a. Should the elections for representatives include no Exempt or no Non-Exempt Staff from AREC, ANSC, ENST, IAA, NFSC, PSLA, and VTMD as a group, a separate nomination and election process will be held for a single At-Large representative elected from the un-represented staff category(Exempt or Non-Exempt) collectively in the units without representation.

   b. Similarly, should the elections result in no Exempt or no Non-Exempt staff representatives from MAES and UME as a group, a separate nomination and election process will be held for a single At-Large representative elected from the un-represented staff category (Exempt or Non-Exempt) in those units together.

4. Organization:

   a. Elections will be held in each department/unit to select its representative(s). Terms of membership will be for two (2) years, beginning January 1 of the calendar year following election to SAC and may be re-elected with no term limits.

   b. Whenever a mid-term vacancy occurs on SAC, it will be filled through a special election to complete the remainder of the term.

   c. The Chair will be elected by SAC to call and preside over SAC meetings, and maintain communication with the Dean regarding SAC activities and issues needing attention.

d. The Co-Chair will be elected by SAC to provide written notice of SAC meetings to all members, and assume the duties of the Chair in their absence.

e. The Chair and Co-Chair shall be elected from the SAC membership at the last quarterly meeting of the calendar year.

f. Committees may be assembled by the Chair, Co-Chair, or Dean of AGNR for specific purposes with specified completion dates.

5. Meetings: The SAC will meet with the Dean a minimum of three (3) times per year.

a. A quorum is a simple majority of members, which will be required in order to conduct business.

b. Special meetings may be called by the Dean or the Chair of SAC.

c. Written notice of meetings shall be provided to all members of SAC.

E. **College Assembly**

1. Purpose: The purpose of the Assembly is to foster involvement of faculty, staff, and students in College affairs.

a. The Dean shall report to the Assembly.

b. The Assembly shall conduct the business of the College, as needed, and stand as the forum for recognition of College personnel achievements.

2. Membership: All faculty and staff members shall belong to the Assembly. Undergraduate students serving on the DUSAC and Graduate Students serving on the DGSAC will also be included and will be invited to attend the Assembly.

3. Meetings: There shall be at least one Assembly meeting each academic year called by the Dean.

a. The Dean shall present a State of the College Address at one Assembly each year.

b. If formal business (e.g., a college-wide vote) is to be conducted, it will be done in accordance with Robert's Rules of Order Newly Revised and a quorum will be considered as 1/3 of the Assembly membership.

4. Organization: The Assembly shall be led by the Chair of the College Council. Organizational rules shall be established by the Assembly.

VII. **College Committees.** Standing College committees are established as indicated below. In addition, ad-hoc committees may be established at any time by the Dean. In addition to any ad hoc committees, there are three standing committees and two Councils.

A. **Appointments, Promotion, and Tenure (APT) Committee**

1. Purpose

   a. The APT Committee shall review and make recommendations to the Dean on TTK faculty appointments and promotions submitted by College Units.

   b. The APT Committee will advise the Dean on procedural and policy matters related to appointments, promotions, and tenure of TTK Faculty.

      i. Policies and procedures recommended by the APT Committee shall at all times conform to approved University policies.

      ii. Specific policies of the College process shall be written and made readily available to all interested parties.

2. Membership

   a. The APT Committee shall consist of 8 total members with one (1) Full Professor member from each College Unit granting tenure (6) and two (2) Principal Agent members from UME.

   b. Committee members will serve 3-year terms that are staggered.

   c. The College APT Committee shall elect one of its members to serve as its Chair. An alternate Chair shall be elected to serve during consideration of cases from the Chair's Unit.

   d. The Dean shall serve as a non-voting ex-officio on the APT Committee.

3. Voting: Committee members are all voting members, but will not vote on cases from their own Unit.

4. The composition and procedures of the College APT Committee are defined in the College APT Policy in Appendix 2.

B. **Professional Track (PTK) Faculty Committee**

1. Purpose

   a. The PTK Faculty Committee shall review and make recommendations to the Dean on PTK Faculty promotions submitted by College Units.

b. The PTK Faculty Committee will be responsible for developing and approving policies and procedures on matters related to PTK Faculty promotions.

   i. Policies and procedures established by the PTK Faculty Committee shall at all times conform to approved University policies and guidelines.

   ii. Specific PTK policies that outline the College process shall be written and made readily available to all interested parties, and are attached as Appendix 3 of this Plan.

2. Membership

   a. The PTK Faculty Committee shall consist of a minimum of three (3) PTK Faculty from the College who hold ranks at or above that of the promotion candidate(s).

   b. The PTK Faculty Committee will elect its own Chair from within its membership.

   c. Committee members will serve one (1) year terms, with renewal at the discretion of the Dean.

3. Voting: Committee members may not vote on candidate(s) from their own Units.

4. The composition and procedures of the College PTK Faculty Committee are defined in the College AEP Policy.

C. **Programs, Curricula, and Courses Committee (PCC)**

1. Purpose: The PCC Committee reviews and makes recommendations to the Dean concerning: the establishment, modification, or termination of College programs, curricula, or courses leading to academic degrees or upper-level certificates; and the creation, abolition, or reassignment of departments of instruction, bureaus, centers, institutes, or other units whose purpose includes academic instruction leading to a University degree or upper-level certificate.

2. The PCC Committee reviews and makes recommendations, through the Dean and to the Graduate Council prior to the PCC for proposals involving graduate programs.

3. The Committee shall be especially concerned with the thoroughness and soundness of all proposals, with their role in meeting the mission of the

College or University, the need for the proposal, its effect on available resources, appropriateness of the sponsoring group, and conformity with existing regulations.

4. Membership: The PCC Committee shall consist of one (1) faculty member (TTK or PTK) elected from each Academic Unit within the College, with the exception of the IAA.

   a. The IAA will have a representative with full voice but will vote only on matters pertaining to the courses and curricula of the IAA that progress through the Senate PCC Committee and VPAC.

   b. Members will be elected from their units for three (3) year terms based on their unit's Plan of Organization.

   c. The Associate Dean for Academic Programs shall serve as an ex-officio member of the PCC Committee.

5. Organization: The Chair of the PCC Committee will be elected from within its membership and by its members each year and will serve for that academic year. The Chair may be re-elected for up to two more consecutive terms.

6. Meetings: Meetings will be held monthly or as needed to complete the PCC Committee's charges in a timely manner.

7. A quorum of greater than 50% of voting members must be present in order for business to be conducted.

VIII.   Unit Plans of Organization

A. Each Unit of the College shall establish a Plan of Organization.

B. Unit Plans of Organization shall conform to both the College and the University's Plan of Organization.

C. Unit Plans will be reviewed internally by the FAC at least every ten (10) years or following any revision of the College Plan of Organization.

IX.   College Senators

A. AGNR members of the University Senate shall be elected according to the procedures set forth in the UMD Plan, and the Unit Plans of Organization that must follow the University of Maryland requirements that both TTK and PTK are represented on nominating committees.

   1. Election of TTK Faculty Senators. The TTK Faculty Senator elections shall be conducted within each Unit as specified in their Plans of Organization.

a. All TTK faculty in each Unit conducting elections are eligible to nominate colleagues to fill the Unit's Senate seat, as well as the College's At-Large Senate seat(s).

b. The At-Large seats will be elected by all TTK faculty in the entire College.

c. Units shall make every effort to ensure that every eligible TTK faculty member has the opportunity to submit nominations.

d. For the purposes of apportionment, all Units, Academic and Non-Academic, shall be treated alike, with the exception of UME.

e. TTK Faculty Senators shall be elected from each Unit and At-Large.

f. Each Unit shall have no more than one (1) TTK Faculty Senator representing that unit solely, with the exception of UME that has three (3) Senators. Additional representative(s) will be elected At-Large from the College.

g. Faculty Senators will serve a term of three (3) years.

h. Elections for the upcoming academic year shall ordinarily conclude by February 1 to ensure that newly elected Senators are eligible to run for elected committees and councils of the University Senate.

i. Replacement Senators, whether temporary or for the remainder of a term, will be elected using the same procedures as are used for regular elections.

2. Election of PTK Faculty Senators. PTK Faculty Senators will be elected following the same procedures as the TTK Faculty Senators and will be elected, one (1) from UME, one (1) from the IAA due to the number of PTK Faculty positions held by those units. The additional representative(s) will be elected At-Large from the College.

3. Election of AGNR Graduate and Undergraduate Student Senators.

a. Eligibility requirements, the apportionment of student Senator seats, and terms lengths for student Senators are defined in the UMD Plan.

b. The University Senate Office runs the online candidacy and elections process for all student Senators.

c. All undergraduate students with a primary major in an academic program within AGNR and all graduate students in graduate programs within the College will be encouraged to nominate themselves to run to be a student Senator.

d. The College will also encourage students involved in DUSAC and DGSAC to run as candidates in the Senate elections. Eligibility and term of student Senators are defined in the UMD Plan.

X. Amendments

A. Proposed amendments to this Plan of Organization should be presented in writing to the Chair of the FAC.

B. The Chair shall schedule proposed amendments for discussion and action at a regular or special meeting of the College Assembly.

C. The Chair shall notify faculty, staff, and students in the Assembly in advance of the meeting, through Unit Chairs or Directors, of the proposed amendment.

D. An amendment shall be adopted with a majority assenting vote of those present at the Assembly meeting.

XI. Adoption.

This Plan shall be adopted upon approval by a majority of the faculty and staff of the College voting on the Plan, and with the approval of the University Senate, and the President.

XII. Review.

This Plan shall be reviewed at least every ten (10) years by the College FAC and the University Senate in compliance with the UMD Plan and may be amended at any time as specified in Section X. above.

XIII. Appendices

A. Appendix 1 – College Organizational Chart
B. Appendix 2 – College APT Policy
C. Appendix 3 – College AEP Policy

College of Agriculture & Natural Resources
Appointments, Promotion, & Tenure (APT) Policy

I. **Purpose**

    A. The APT Committee shall review and make recommendations to the Dean on appointments and promotions submitted by College Units.

    B. The APT Committee will advise the Dean on procedural and policy matters related to appointments, promotions, and tenure of tenured/tenure-track (TTK) faculty.

        1. Policies and procedures recommended by the APT Committee shall at all times conform to the University's APT Policy and Guidelines.

        2. Specific policies of the College process shall be written and made readily available to all College faculty via email and posted on the College website.

II. **Membership**

    A. The APT Committee shall consist of 8 total members with one (1) Full Professor member from each College Unit granting tenure (6) and two (2) Principal Agent members from University of Maryland Extension (UME).

    B. Committee members will serve 3-year terms that are staggered.

    C. The College APT Committee shall elect one of its members to serve as its Chair for a 1-year term. An alternate Chair shall be elected to serve during consideration of cases from the Chair's Unit.

    D. Committee members will be nominated by Unit Heads of all Academic Units that grant tenure.

    E. Appointments to the Committee will be made by the Dean, in conformance with University policies regarding inclusiveness.

    F. The Dean shall be a non-voting ex-officio member of the Committee.

    G. Each year the Dean will provide the list of College APT Committee members to all College faculty.

III. **Organization:** The APT Committee will establish its own organizational procedures that conform to University's policies and procedures.

IV. **Meetings & Quorum**

A. The APT Committee will meet yearly to review annual PT packages, and at the discretion of the Dean and Committee Chair to review out-of-cycle APT cases.

B. Meetings may be held virtually only if ordered by the Dean or with the permission of the Dean.

C. All 8 Committee members must be present, in-person to constitute a quorum.

D. Remote attendance will be permitted only in exceptional cases and requires the permission of the Dean.

V. Voting

A. Committee members are all voting members but are not permitted to vote on cases from their own Unit.

B. Absentee and/or Proxy voting is not permitted.

VI. Procedures

A. The Committee will be charged by the University's Equity Officer, the Associate Provost for Faculty Affairs, and/or others designated by the Dean prior to or at the beginning of the initial meeting in which APT dossiers will be discussed.

B. The Committee Chair will bring the case to the Committee upon receiving it from the Unit and will review the case to ensure it is complete. If significant questions arise during the Committee's review, or if there is a possibility of a negative recommendation,, the Chair of the Academic Unit or the designated spokesperson of the Unit-level committee shall have an opportunity to meet with the APT Committee to respond to any specific concerns or issues raised and provide any necessary clarification. The Committee shall provide them with a list of the Committee's general concerns about the candidate's case prior to the meeting.

C. All matters brought before the Committee and all discussion will be held in strict confidence. Confidentiality of the proceedings will be strictly enforced.

D. Discussion of appointment or promotion candidates will be focused around the Unit's appointment or promotion criteria and the standard APT dossier, as described in the University's APT Policy.

E. In all cases, discussion, voting, procedures, and timelines will align with the University's APT Policy & Guidelines.

F. Voting will occur by secret ballot.

G. The Committee Chair will draft a letter that conveys the Committee's decision, the justification for its decision, and the results of the vote, which will be approved by the Committee before it is transmitted to the Dean.

H. The Dean will make their own independent decision and recommendation and will transmit the dossier, the APT Committee's evaluation, and their independent recommendation to the Office of the Senior Vice President & Provost for further consideration. The Dean will subsequently inform the candidate of the decision, per University policy.

VII. **Unit APT Policies:** All Unit APT Policies should be aligned with the 2015 revisions to the University-wide APT Guidelines on substantive issues such as definition of scholarship, entrepreneurial activities, candidate notification, external evaluators, and more as shown at: https://pdc-svpaap1.umd.edu/policies/changes.html.

<h3 style="text-align:center">The College of Agriculture and Natural Resources</h3>

<h3 style="text-align:center">Policy on Appointment, Evaluation, and Promotion (AEP) of Professional Track</h3>

The UM Senate passed new guidelines for appointment, review and promotion of Professional Track (PTK) faculty[1]. Schools and Colleges are required to amend existing policies, or create new policies for the appointment and promotion of PTK faculty in compliance with University policies. This document specifies procedures for the appointment, review and promotion of professional track faculty members in the College of Agriculture and Natural Resources and University of Maryland Extension (UME) who (1) have salaried appointments and (2) are neither tenured nor eligible for tenure. The College criteria for appointment, reappointment, and promotion of PTK faculty can be found, following approval, in the *AGNR Plan of Organization https://agnr.umd.edu/faculty-staff/agnr-plan-organization*.

I. Policy

The *College of Agriculture and Natural Resources (AGNR) Plan of Organization* is the governing document for AGNR Appointments, Evaluation, and Appointments (AEP) for AGNR academic departments and AGNR UM Extension units. AGNR department and UME unit-level AEP committees are responsible for faculty appointments, faculty mentoring, and faculty promotions of professional track faculty. The Dean's Office will review and approve all department and unit-level AEP policies to ensure unit compliance with campus-level guidance (II.E.).

All AGNR and UME appointments and promotions to all ranks begin at the department or unit-level. Any candidate wishing to be considered for promotion must initiate the process by making a formal request to his or her department chair or unit director. AGNR has no expectation of minimum or maximum time in rank between evaluations for promotion.

Every department/unit has deadlines for submission of materials for candidates seeking promotion. The first level of review shall be conducted by a department/unit-level committee composed of PTK faculty at the same or higher rank than the one being sought. If PTK faculty at that rank are not available, guidelines allow the committee members to include both PTK and tenure track (TTK) faculty.

When a candidate has a dual or joint appointment in more than one unit, the unit of the lesser appointment will conduct the first first-level review and submit a report the unit of primary appointment. The unit of greater appointment will conduct a second first-level review and submit a committee evaluation along with the independent chair's evaluation to the Dean. The Dean will make a final recommendation to support or deny the application.

PTK faculty must be included with voting representation on the committee (III.C.). The review shall be completed within an academic year.

II. Submission of Materials
    A. Cover Letter

    The candidate for promotion writes a formal letter to the department chair or unit director, as

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[1] UM Guidelines for Appointment, Evaluation, and Promotion of Professional Track Faculty Passed by the Senate April 23, 2015. Approved by the President May 4, 2015. https://faculty.umd.edu/policies/documents/UM_Guidelines_for_PTK_Appointments.pdf

appropriate, outlining how s/he meets the basic qualifications for the next rank (as outlined in the descriptions in Appendix A. Faculty Ranks) and how s/he has performed the duties specified in her/his appointment contract. This cover letter shall be accompanied by a Curriculum Vitae or resume, and supporting materials and should not exceed two pages of single-spaced text. Additional materials supporting advising, mentoring, research, service, outreach and extension impacts, may be submitted if relevant to the faculty rank or appointment contract. Supporting materials should be submitted based on the candidate's appointment contract.

B. Curriculum Vitae or Resume

If submitting a CV, use the University approved template.

C. Teaching Portfolio

This document could include: teaching philosophy, summary of courses taught (highlighting any innovations), quantitative summary of student evaluations, summary of programs, courses, workshops, labs created or updated (highlighting the candidate's specific contributions), or peer/supervisor assessment of teaching.

III. **The PTK Review Process**
A. Composition of the PTK Review Committee

Each department/unit will convene a committee as described in the department/unit's plan of organization. If PTK faculty at the same rank or higher rank than the one being sought are not available, guidelines allow the committee members to include both PTK and TTK faculty. PTK faculty must be included with voting representation on the committee (III.C.). In accordance with the College Plan of Organization, AEP committee members will be selected from one or more of the following units: Agricultural and Resource Economics, Animal and Avian Sciences, Entomology, Environmental Science and Technology, Plant Science and Landscape Architecture, Nutrition and Food Science, Veterinary Medicine, and Institute of Applied Agriculture. AEP committee members may be selected from units external to the unit of the faculty member under review. The committee will elect a chair (V.D.).

The department/unit PTK review committee is responsible for reviewing and evaluating the candidate's accomplishments in one or more of the following three general areas: (1) teaching, advising, and mentoring of students; (2) research, scholarship, and creative activity; (3) service and outreach activities; and (4) professional service to the department/unit, College, university, the profession, or the community. The standards and criteria that serve as the basis for the evaluation are specified in each department/unit's plan of organization.

 The College will charge the department/unit review committee to consider candidates within the context of the expectations in their contracts as well as according to the unit/department's criteria for promotion.

B. Voting

The College requires all department/unit faculty eligible to vote on appointment and promotion of PTK faculty to be at the same or higher rank than the rank to which the candidate seeks promotion. Only committee members who participate in the meeting are eligible to vote. Committee members can participate in meetings remotely or in person, e.g. Skype or conference call.   Mode of committee meeting participation is at the discretion of the unit. A simple

majority of voting members constitutes a positive AEP committee vote.

C. College Review

When the department/unit head and committee have concluded reviews for promotion, both the chair and committee will provide independent evaluations to the Dean of the College of Agriculture and Natural Resources. The Dean will make a final recommendation to support or deny the application. All appointments and promotions to the highest rank required approval of the Provost (Guidelines V.F.).

Once a decision is made by the Dean, the candidate will be notified by the department chair or the unit director of the decision in writing. Once a candidate is notified, the decision is cannot be rescinded.

D. Appeals

In the event of a negative decision, the faculty member can appeal the decision based on alleged violations of procedural process that would have had a material effect on the decision. All appeals shall be handled according to the procedures established by the Provost's Office of Faculty Affairs and shall be initiated within the period defined in those procedures. For PTK faculty appointments that do not have maximum terms, as established in Policy II-1.00(A), a negative decision regarding an application for promotion does not automatically preclude renewal or the existing professional track appointment.

IV. **Expectation of Department/Unit Policies and Procedures**
   A. Department/unit plans of organizations shall define faculty to include PTK faculty ranks as defined in the University of Maryland Policy on Professional Track Faculty (II-1.00[G]). Department/unit policy should specify the details of the review procedures for appointment and promotion of PTK faculty (consistent with University of Maryland Policy and Procedures on Appointment, Promotion, and Tenure of Faculty (II-1.00(A)).
   B. As required by University of Maryland Policy and Procedures on Appointment, Promotion, and Tenure of Faculty II-1.00(A), each department/unit shall develop brief, written criteria for appointment and promotion to the various professional track titles and ranks. Department/unit criteria should be reviewed periodically, as deemed necessary. PTK faculty shall be given voting representation on committees that are responsible for the creation, adoption, and revision of department/unit-level policies and procedures related to appointment, evaluation, and promotion of PTK faculty. (III.B)
   C. The specific faculty title shall correspond to the majority of the appointee's effort, as indicated by the assignments and expectations. The rank shall be appropriate given the department/unit's specific criteria for such rank and promotion decision shall be made based on the evaluation criteria and the reviewee's performance. (V.L.)
   D. Policies on merit pay for PTK faculty shall be incorporated either into the department/unit's existing merit pay policy, or into the policies and procedures for appointment, promotion, and evaluation of PTK faculty. The department/unit should, whenever possible, offer PTK faculty progressively longer contracts.

   E. The department/unit will use the online contract management system to ensure that all contracts contain necessary elements, including a clear description of assignments and expectations associated with the appointment, as well as information on how to access

department/unit-level PTK policies and professional resources.

    F.   All new PTK hires will receive a copy of the College's evaluation and promotion policy (II.C.). Department/unit shall develop programs to facilitate mentoring of junior PTK faculty by senior PTK faculty.

V.   Specific Documents to be submitted for Appointment or Promotion

The candidate for rank advancement is expected to put together an application package for review by the department/unit promotion committee. Specific materials needed will be determined by unit directors as appropriate based on the candidate's job description.

VI.   PTK College-level Awards

Professional track faculty are eligible to be nominated for all college awards that do not specify tenure or tenure track status. Such awards include:

- Professional Track Faculty Excellence Award
- Integrated Research & Extension Excellence Award
- Faculty Research Award
- UME Extension Excellence Award
- The Dean Gordon Cairns Award for Distinguished Creative Work and Teaching in Agriculture

Appendix A: Professional Track Faculty Ranks,

Titles, and Minimum Qualifications as set forth in II-

1.00(A)

Section I of the *University of Maryland Policy on Appointment, Promotion and Tenure of Faculty* II-1.00(A) describes the minimum qualifications for appointment or promotion to academic and academic administrative ranks. These descriptions provided below include the titles most relevant to PTK positions in the College of Agriculture and Natural Resources. Refer to the system policy for Artist-in-Residence, and Librarian ranks.

A.   PTK Faculty with Duties Primarily in Research, or Scholarship or Artistic Creativity

1.   Faculty Assistant

The appointee shall be capable of assisting faculty in any dimension of academic activity and shall have ability and training adequate to the carrying out of the particular techniques required, the assembling of data, and the use and care of any specialized apparatus. A baccalaureate degree shall be the minimum requirement. Appointments to this rank are typically for terms of one to three years and are renewable for up to three years. Whenever possible, the appointee should be given progressively longer contracts. After three years in rank, appointees who have performed satisfactorily should be eligible for appointment to an appropriate faculty position or encouraged to apply for a staff position.

2.   Post-Doctoral Scholar

The appointee generally shall hold a doctorate in a field of specialization earned within three (3) years of initial appointment to this rank. An exception to the time from degree requirement must be approved by the Office of the Provost. Appointment to this rank shall allow for continued training to acquire discipline specific independent research skills under the direction of a faculty mentor. Appointments are typically for one (1) to three (3) years and are renewable, provided no appointee serves in this rank for more than three (3) years. Whenever possible, the appointee should be given progressively longer contracts. After three (3) years in this rank, appointees who have performed satisfactorily are eligible for appointment to the rank of Post-Doctoral Associate.

3.   Post-Doctoral Associate

The appointee generally shall hold a doctorate in a field of specialization earned within five (5) years of initial appointment or shall have satisfactorily completed an appointment to the rank of Post-Doctoral Scholar. An exception to the time from degree requirement must be approved by the Office of the Provost. The appointee shall have training in research procedures, be capable of carrying out individual research or collaborating in group research at the advanced level, and have the experience and specialized training necessary for success in such research projects as may be undertaken. Appointments are typically for one (1) to three (3) years and are renewable, provided the maximum consecutive length of service in both post-doctoral ranks shall not exceed 6 years. Exceptions may be approved by the Office of the Provost. Whenever possible, the appointee should be given progressively longer contracts After six years in the post-doctoral ranks, appointees who have performed satisfactorily are eligible for appointment to an appropriate faculty position other than in the post- doctoral series.

4.   Assistant Research Faculty Ranks

    a. Assistant Research Professor

This rank is generally parallel to Assistant Professor. Appointees shall have demonstrated superior research ability and potential for contributing to the educational mission through teaching or service. Appointees should be qualified and competent to direct the work of others (such as technicians, graduate students, other research personnel). An earned doctoral degree will be a normal minimum requirement for appointment at this rank. Appointments to this rank are typically one to three years and are renewable. Whenever possible, the appointee should be given progressively longer contracts.

    b. Assistant Research Scientist

This rank is generally parallel to Assistant Professor. Appointees shall have demonstrated superior scientific research ability. Appointees should be qualified and competent to direct the work of others (such as technicians, graduate students, other research personnel). An earned doctoral degree will be a normal minimum requirement for appointment at this rank. Appointments to this rank are typically one to three years and are renewable. Whenever possible, the appointee should be given progressively longer contracts.

    c. Assistant Research Scholar

This rank is generally parallel to Assistant Professor. Appointees to this rank shall have demonstrated superior scholarly research ability and be qualified and competent to direct the work of others (such as technicians, graduate students, other research personnel). An earned doctoral degree will be a normal minimum requirement for appointment at this rank. Appointments to this rank are typically one to three years and are renewable. Whenever possible, the appointee should be given progressively longer contracts.

    d. Assistant Research Engineer

This rank is generally parallel to Assistant Professor. Appointees shall have a demonstrated record of superior engineering practice, design, and development. Appointees should be qualified and competent to direct the work of others (such as technicians, graduate students, other engineering personnel). An earned doctoral degree will be a normal minimum requirement for appointment at this rank.
Appointments to this rank are typically one to three years and are renewable.
Whenever possible, the appointee should be given progressively longer contracts.

5.   Associate Research Faculty Ranks

    a. Associate Research Professor

This rank is generally parallel to Associate Professor. In addition to the qualifications required of the Assistant Research Professor, appointees shall have extensive successful experience in scholarly or creative endeavors, the ability to propose, develop, and manage major research projects, and proven contributions to the educational mission through teaching or service. Appointments to this rank are typically one to five years and are renewable. Whenever possible, the appointee should be given progressively longer contracts.

b. Associate Research Scientist

This rank is generally parallel to Associate Professor. In addition to having the qualifications required of the Assistant Research Scientist, appointees shall have significant scientific research accomplishments, show promise of continued productivity, and have the ability to propose, develop, and manage research projects. Appointments to this rank are typically one to five years and are renewable. Whenever possible, the appointee should be given progressively longer contracts.

c. Associate Research Scholar

This rank is generally parallel to Associate Professor. In addition to the qualifications required of the Assistant Research Scholar, appointees shall have extensive successful experience in scholarly or creative endeavors sufficient to have established a regional and national reputation among colleagues, and where appropriate, the ability to propose, develop, and manage research projects. Appointees should provide tangible evidence of sound scholarly production in research, publications, professional achievements, or other distinguished and creative activities. Appointments to this rank are typically one to five years and are renewable. Whenever possible, the appointee should be given progressively longer contracts.

d. Associate Research Engineer

This rank is generally parallel to Associate Professor. In addition to having the qualifications required of the Assistant Research Engineer, appointees shall have a record of significant engineering achievement, show promise of continued productivity, and have the ability to propose, develop, and manage engineering projects. Appointments to this rank are typically one to five years and are renewable. Whenever possible, the appointee should be given progressively longer contracts.

6. Research Faculty Ranks

a. Research Professor

This rank is generally parallel to Professor. In addition to the qualifications required of the Associate Research Professor, appointees shall have demonstrated a degree of proficiency sufficient to establish an excellent reputation among regional and national colleagues. Appointees should have a record of outstanding scholarly production in research, publications, professional achievements or other distinguished and creative activity, and exhibit excellence in contributing to the educational mission through teaching or service. Appointments are typically made as five-year contracts. Appointments for additional five-year terms can be renewed as early as the third year of any given five-year contract. Whenever possible, the appointee should be given progressively longer contracts.

b. Research Scientist

This rank is generally parallel to Professor. In addition to having the qualifications required of the Associate Research Scientist, appointees shall have established a national and, where appropriate, international reputation for outstanding scientific research. Appointees should provide tangible evidence of sound scholarly production in research, publications, professional achievements, or other distinguished and creative activity. Appointments are typically made as five-year contracts.
Appointments for additional five-year terms can be renewed as early as the third year of any given five-year contract. Whenever possible, the appointee should be given progressively longer contracts.

c. <u>Research Scholar</u>

This rank is generally parallel to Professor. In addition to having the qualifications required of the Associate Research Scholar, appointees shall have demonstrated a degree of proficiency sufficient to establish an excellent reputation among national and international colleagues. Appointees should provide tangible evidence of an extensive, respected record of scholarly production in research, publications, professional achievements, or other distinguished and creative activity. Appointments are typically made as five-year contracts. Appointments for additional five-year terms can be renewed as early as the third year of any given five-year contract. Whenever possible, the appointee should be given progressively longer contracts.

d. <u>Research Engineer</u>

This rank is generally parallel to Professor. In addition to having the qualifications required of the Associate Research Engineer, appointees shall have established a national and, where appropriate, international reputation for outstanding engineering practice, design, and development. Appointees should provide tangible evidence of sound scholarly production in research, publications, professional achievements, or other distinguished and creative activity. Appointments are typically made as five-year contracts. Appointments for additional five-year terms can be renewed as early as the third year of any given five-year contract. Whenever possible, the appointee should be given progressively longer contracts.

7. <u>Artist-in-Residence Ranks</u>

a. <u>Assistant Artist-in-Residence</u>

This title, generally parallel to Assistant Professor, is intended for those persons whose professional activities are of a creative or performance nature, including but not limited to theatre, dance, music, and art. Normally, appointees to this rank shall hold the terminal degree in the field and/or have demonstrated superior ability in professional activities. Appointments to this rank are typically one to three years and are renewable. Whenever possible, the appointee should be given progressively longer contracts.

b. <u>Associate Artist-in-Residence</u>

This title is generally parallel to Associate Professor. In addition to the qualifications of the Assistant Artist-in-Residence, the appointee's record of professional activities shall demonstrate a national reputation among 8 colleagues. Appointments to this rank are typically one to five years and are renewable. Whenever possible, the appointee should be given progressively longer contracts.

c. <u>Artist-in-Residence</u>

This title is generally parallel to Professor. In addition to the qualifications of the Associate Artist-in-Residence, appointees shall demonstrate a sustained record of superior proficiency and excellence, and an international reputation among colleagues in the field. Appointments are typically made as five-year contracts. Appointments for additional five-year terms can be renewed as early as the third year of any given five-year contract. Whenever possible, the appointee should be given progressively longer contracts.

8. Field Faculty

    a. Agent Associate

Appointees shall be able to: teach research-based subject matter from the University for community residents based on local issues and needs; assume leadership for educational development plans; deliver educational programs directly to clientele, peers, and/or volunteers through train-the-trainer or other similar venues in order to extend programming efforts throughout the state. An earned Bachelor's degree will be a normal minimum requirement for appointment at this rank. Appointments to this rank are typically one to three years and are renewable. Whenever possible, the appointee should be given progressively longer contracts.

    b. Senior Agent Associate

In addition to the qualifications of the Agent Associate, appointees shall show evidence of superior ability in establishing the foundation of a successful University of Maryland Extension program. An earned Master's degree or years' full-time experience as an Agent Associate will be a normal minimum requirement for appointment at this rank. Appointments to this rank are typically one to five years and are renewable. Whenever possible, the appointee should be given progressively longer contracts.

    c. Principal Agent Associate

In addition to the qualifications of the Senior Agent Associate, appointees shall show evidence of excellence in establishing and expanding successful UME programs through mentoring, scholarship, and service. An earned PhD or five years' full-time experience as a Senior Agent Associate will be a normal minimum requirement for appointment at this rank. Appointments are typically made as five-year contracts. Appointments for additional five-year terms can be renewed as early as the third year of any given five-year contract. Whenever possible, the appointee should be given progressively longer contracts.

    d. Agent (parallel to the rank of Assistant Professor)

The appointee must hold a master's degree in an appropriate discipline and show evidence of academic ability and leadership skills. The appointee shall have an educational background related to the specific position.

    e. Senior Agent (parallel to the rank of Associate Professor)

In addition to the qualifications of an Agent, the appointee must have demonstrated achievement in program development and must have shown originality and creative ability in designing new programs, teaching effectiveness, and evidence of service to the community, institution, and profession. Appointment to this rank may carry tenure.

    f. Principal Agent (parallel to the rank of Professor)

In addition to the qualifications of a Senior Agent, the appointee must have demonstrated leadership ability and evidence of service to the community, institution, and profession. The appointee must also have received recognition for contributions to the Cooperative Extension Service sufficient to establish a reputation among State, regional and/or national colleagues, and should have demonstrated evidence of distinguished achievement in creative program development. Appointment to this rank carried tenure.

9. Faculty Engaged Exclusively or Primarily in Clinical Teaching

All appointments in the following titles are renewable. Appointments with these faculty titles do not carry tenure.

a. Assistant Clinical Professor

The appointee shall hold, as a minimum, the terminal professional degree in the field, with training and experience in an area of clinical specialization, and professional or board certification, when appropriate. There shall be clear evidence of a high level of ability in clinical practice and teaching in the departmental field. The appointee shall also have demonstrated scholarly and/or administrative ability. Appointments to this rank are typically for one to three years and are renewable. Whenever possible, the appointee should be given progressively longer contracts.

b. Associate Clinical Professor

In addition to the qualifications required of an Assistant Clinical Professor, the appointee shall ordinarily have had extensive successful experience in clinical or professional practice in the departmental field, and in working with and/or directing others (such as professionals, faculty members, graduate students, fellows, and residents or interns) in clinical activities in the field. The appointee shall also have demonstrated superior teaching ability and scholarly or administrative accomplishments and have a reputation of respect among colleagues in the region. Appointments to this rank are typically for one to five years and are renewable. Whenever possible, the appointee should be given progressively longer contracts.

c. Clinical Professor

In addition to the qualifications required of an Associate Clinical Professor, the appointee shall have demonstrated a degree of excellence in clinical practice and teaching sufficient to establish an outstanding regional and national reputation among colleagues. The appointee shall also have demonstrated extraordinary scholarly competence and leadership in the profession.

Appointments are typically made as five-year contracts. Appointments for additional five-year terms can be renewed as early as the third year of any given five-year contract. Whenever possible, the appointee should be given progressively longer contracts.

10. Additional Faculty Ranks

Appointments with these faculty titles do not carry tenure.

a. Assistant Instructor

The appointee shall be competent to fill a specific position in an acceptable manner, but s/he is not required to meet all the requirements for an Instructor. S/he shall hold the appropriate baccalaureate degree or possess equivalent experience.

b. Junior Lecturer

In instances when a graduate student is given a faculty appointment to teach, the title Junior Lecturer shall be used. Upon completion of the graduate program, Junior Lecturers are eligible for promotion to Lecturer. Appointments to this rank are typically for terms of up to one year and are renewable for up to six years. Whenever possible, the appointee should be given progressively longer contracts.

c. Lecturer

The title Lecturer will ordinarily be used to designate appointments of persons who are serving in a teaching capacity for a limited time or part-time. The normal requirement is a Master's degree in the field of instruction or a related field, or equivalent professional experience in the field of instruction. Appointments to this rank are typically one to three years and are renewable. Whenever possible, the appointee should be given progressively longer contracts.

d. Senior Lecturer

In addition to having the qualifications of a Lecturer, the appointee shall have an exemplary teaching record over the course of at least five years of full-time instruction or its equivalent as a Lecturer (or similar appointment at another institution) and shall exhibit promise in developing additional skills in the areas of research, service, mentoring, or program development. Appointments to this rank are typically one to five years and are renewable. Whenever possible, the appointee should be given progressively longer contracts.

e. Principal Lecturer

In addition to the qualifications required of the Senior Lecturer, appointees to this rank shall have an exemplary teaching record over the course of at least 5 years full-time service or its equivalent as a Senior Lecturer (or similar appointment at another institution) and/or the equivalent of 5 years full-time professional experience as well as demonstrated excellence in the areas of research, service, mentoring, or program development. Appointments are typically made as five-year contracts. Appointments for additional five-year terms can be renewed as early as the third year of any given five-year contract. Whenever possible, the appointee should be given progressively longer contracts.

f. Faculty Specialist

The appointee shall hold a Bachelor's degree in a relevant area and show potential for excellence in the administration and/or management of academic or research programs. Faculty Specialists are expected to engage in activities such as developing curriculum and/or innovative means for delivering curriculum, supervising the non-research activities of graduate or post-doctoral students, serving as grant writers or authors of other publications for an academic or research program, conducting specialized research duties or other such duties that would generate intellectual property to which the faculty member shall retain the rights. Appointments to this rank are typically one to three years and are renewable. Whenever possible, the appointee should be given progressively longer contracts.

g. Senior Faculty Specialist

In addition to showing superior ability to administer academic or research programs, as evidenced by successfully discharging responsibilities such as those of the Faculty Specialist, the appointee shall hold a Master's degree or have at least 3 years full-time experience as a Faculty Specialist (or similar appointment at another institution), or its equivalent. Appointments to this rank are typically one to five years and are renewable. Whenever possible, the appointee should be given progressively longer contracts.

h. Principal Faculty Specialist

In addition to a proven record of excellence in managing and directing an academic or research program, the appointee shall hold a Ph.D. or have at least 5 years of full-time experience as a Senior Faculty Specialist, or its equivalent. Appointments are typically made as five-year contracts. Appointments for additional five-year terms can be renewed as early as the third year of any given five-year contract. Whenever possible, the appointee should be given progressively longer contracts.

i. Adjunct Assistant Professor, Adjunct Associate Professor, Adjunct Professor

The appointee shall be associated with the faculty of a department or non-departmentalized school or College, but shall not be essential to the development of that unit's program. The titles do not carry tenure. The appointee may be paid or unpaid. The appointee may be employed outside the University, but shall not hold another paid appointment at the University of Maryland at College Park. The appointee shall have such expertise in his or her discipline and be so well regarded that his or her appointment will have the endorsement of the majority of the members of the professorial faculty of the academic unit. Any academic unit may recommend to the administration persons of these ranks; normally, the number of adjunct appointments shall comprise no more than a small percentage of the faculty in an academic unit. Appointments to these ranks shall not extend beyond the end of the fiscal year during which the appointment becomes effective and may be renewed.

AGNR Plan of Organization

I. **Purpose**

The purpose of this plan of organization is to provide astructure for shared, balanced governance of the College ofAgriculture and Natural Resources, giving due regard to rights,responsibilities, and participation of the entire Collegecommunity.

II. **Mission**

The mission of the College of Agriculture and Natural Resourcesat the University of Maryland, College Park, is to provideeducation and conduct research related to agriculture, naturalresources, and environmental biology; to provide service to thecampus, agricultural professional community, state and localgovernments, and to the citizens of the State. Research is intendedto expand basic knowledge, to analyze important issues, to createand transfer new technology, and to help provide solutions topractical problems and critical issues. Educational programs areprovided for undergraduate and graduate students as well as othercitizens both on and off campus.

III. **College Units**

The following units?academic and nondegree-granting?comprise theCollege of Agriculture and Natural Resources:

   A. **Academic Units**
      Department of Biological Resources Engineering
      Department of Agricultural and Resource Economics
      Department of Natural Resource Sciences and LandscapeArchitecture
      Department of Animal and Avian Sciences
      Department of Nutrition and Food Science
      Institute for Applied Agriculture
      Department of Veterinary Medicine
   B. **Maryland Cooperative Extension (MCE)**
      Region I
      Region II
      Region III
      Campus Faculty
   C. **Maryland Agricultural Experiment Station(MAES)**
   D. **Maryland Campus of the Virginia-Maryland RegionalCollege of Veterinary Medicine**

IV. **Administration**

  A. **Dean.** The Dean is the chief executive officer of the College of Agriculture and Natural Resources. The Dean has overall responsibility for the College's facilities, budget, academic affairs, research operations, programs, operations, and personnel matters. The Dean also serves as Director of Maryland Cooperative Extension and the Maryland Agricultural Experiment Station. The Dean has statewide responsibility for articulating the mission and goals of the College. The Dean is appointed by authority of the President of the University of Maryland upon recommendation of the Senior Vice President for Academic Affairs and Provost, following a search involving substantial participation by faculty, staff, students, and constituents of the State.

  B. **Associate and Assistant Deans/Directors and Assistants to the Dean/Director.** The Dean may appoint Associate and Assistant Deans/Directors and Assistants to the Dean/Director who serve at the Dean's discretion. Associate or Assistant Deans/Directors may be appointed for each of the major responsibility areas of instruction, research, extension, and international programs. Each of these shall assist the Dean to administrate College operations. Appointments shall be made with substantial input from College faculty, staff, and students. All University procedures with regard to appointments and/or reappointments will be followed.

  C. **Unit Heads.** Each unit of the College shall be administered by a chairperson, center director, or regional extension director. Unit heads are responsible for their unit's budget, program direction, welfare, and personnel matters, including recommendations for appointments, tenure, promotions, and salaries, in concert with procedures of the University. Each chair or unit head will be appointed by the Dean following a search process with substantial involvement of faculty, staff, and student clients of the unit. All University procedures with regard to appointments will be followed.

V. **Governance Structure and Organization**

The overall current structure for the College is attached (see attachment). The Dean shall communicate with and be advised by the Administrative Council, the Faculty Advisory Council, the Staff Advisory Council and the Agriculture and Natural Resources Student Council. The Dean and/or Director shall be responsible for the appointment of the College's standing committees and other advisory councils.

  A. **Administrative Council**
      1. Purpose: The Administrative Council shall consider and advise the Dean in all matters of the College, including academic, budgetary, and personnel matters.
      2. Membership: All department chairpersons/associate deans/assistant deans, RED's, and key academic/administrative leadership are members of the Council.
      3. Meetings: Meetings shall be called by the Dean at least twice a year.

B. **Faculty Advisory Council**
   1. Purpose: The Advisory Council shall advise the Dean.
   2. Membership: Membership on the Council shall include thefollowing:
      a. Elected College Park faculty senators of the College
      b. One faculty representative from each College unit not entitledto a campus senator
      c. One faculty extension assistant
      d. One research associate
   3. Organization: The Advisory Council shall establish its ownorganizational structure and elect a chairperson and an executivecommittee. The Advisory Council may convene a meeting of theCollege Assembly.
   4. Meetings: The Advisory Council shall meet on a regular basis,at least once per semester, when called by the chairperson of thecouncil.

C. **Agriculture and Natural Resources StudentCouncil**
   1. Purpose: It shall be the objective of this council tocoordinate the activities of various clubs and organizations withinthe College of Agriculture and Natural Resources; to promoteagriculture and natural resources public relations throughout theUniversity; to foster the spirit of unity, friendship, andsociability among the students and faculty members of the Collegeof Agriculture and Natural Resources; and to promote participationin extracurricular activities of the College of Agriculture andNatural Resources.
   2. Membership: Active members of organizations and clubs in orrelated to the College of Agriculture and Natural Resources areeligible for membership in the council. Examples of clubs includeAlpha Gamma Rho, Alpha Zeta, and the American Society ofAgricultural Engineers.
   3. Organization:
      a. Each organization or club shall have two representatives on thecouncil elected by the active members of that organization or clubduring their annual elections.
      b. Representatives shall serve on the council for a term of two(2) semesters and may serve for an unlimited number of terms.
      c. Representatives can serve as voting council members for onlyone organization or club.
      d. Member clubs shall be responsible for appointing alternaterepresentatives on a temporary basis should the need arise. In theevent of a representative not returning to school or resigning, thevacant position shall be filled by a special election conducted bythe organization or club concerned.
      e. Officers of the council will not represent any individualorganization or club.
   4. Meetings: Council meetings shall be held at least once everyother week during the fall semester and once a week during thespring semester.

D. **Staff Advisory Council**
1. Purpose: To function as an advisory board to the Dean of theCollege of Agriculture and Natural Resources (the Dean), andprovide a mechanism for input on issues and concerns of campus andnon-campus staff.
2. Membership: The Council membership shall consist of one electedstaff representative from each of the following units/departments:CMREC/WMREC, WREC/LESREC, CITO, IGS/FCS/4-H, NRSL, ANSC, AREC,ENBE, IAA, NFSC, VTMD, Region I, Region II, Region III, Dean'sstaff, and any additional members appointed, or units recognized bythe Dean of the College of Agriculture and Natural Resources
3. Organization:
    a. Elections will be held in each department/unit approximately 4months prior to the end of the current members' term, and must becompleted prior to the last quarterly council meeting of theterm.
    b. Terms of membership will be for two years, beginning January 1of the Calender year following election to the Council. There shallbe no limit to the number of terms an individual may serve.
    c. Whenever a mid-term vacancy occurs on the Council, it will befilled by special election to complete the remainder of theterm.
    d. CHAIR. The chair shall call and preside over Council meetings,maintain communication with the Dean regarding Council activitiesand issues needing attention.
    e. CO-CHAIR. The co-chair shall provide written notice of councilmeetings to all members, and assume the duties of the chair inhis/her absence.
    f. The chair and co-chair shall be elected from the Councilmembership by the Council members at the last quarterly Councilmeeting of the calender year.
    g. Committees may be assembled by the Chair, Co-chair or Dean ofthe College of Agriculture and Natural Resources, for specificpurposes with specified completion dates.
4. Meetings: The Council will meet a minimum of four times a year.Special meetings may be called by the Dean of the College ofAgriculture and Natural Resources or the Chair of the Council.Written notice of quarterly meetings shall be provided to allmembers of the Council. Notice of any special meetings shallinclude the purpose for which the meeting is being held. A quorumis required to conduct any business needing a vote by the Council.A quorum shall consist of at least 2/3 of the membership eitherpresent or by proxy. At all meetings, each member present, or byproxy shall be entitled to one vote. A majority vote is requiredfor passage of motions. Members may also cast votes by physical orE-mail at the direction of the Dean of the College of Agricultureand Natural Resources or Chair of the Council. The Chair, or inhis/her absence, the Co-Chair, shall preside at all meetings. Inthe absence of both the Chair

and Co-Chair, the Council may selectany member to act as Chair of the meeting.

VI. **College Assembly**
   A. Composition: The Assembly of the College of Agriculture andNatural Resources shall include all faculty and staff.
   B. Purpose: The purpose of the assembly is to foster involvementof faculty and staff in College affairs. The Dean shall report tothe assembly. The assembly shall conduct the business of theCollege, receive reports, and stand as the forum for recognition ofCollege personnel achievements.
   C. Membership: All faculty and staff members shall belong to theAssembly. Undergraduate and graduate students may be invited toattend on an ad hoc basis.
   D. Meetings: There shall be at least one assembly meeting eachacademic year called by the Dean. The Dean shall present a state ofthe College address at one assembly each year. If formal businessis to be conducted, it will be done in accordance with Robert'sRules of Orders Newly Revised. A majority of the membership shallbe considered a quorum.
   E. Organization: The assembly shall be chaired by the chairpersonof the Faculty Advisory Council. Assembly organizational rulesshall be established by the assembly.

VII. **College Committees**

College committees are established at any time by the Dean inconsultation with the Faculty Advisory Council. An ad hoc committeeon Strategic Planning shall be appointed by the Dean as needed.When an ad hoc committee is to be established, a clear statementmust be made concerning the nature of the committee charge and themaximum time for its existence. In addition to any ad hoccommittees, there are two standing committees:

   A. **Appointments, Promotion, and Tenure (APT)Committee**
      1. Purpose: The APT Committee shall advise the Dean onappointments and promotions proposed by College units. The APTCommittee may also advise the Dean on procedural and policy mattersrelated to appointments, promotions, and tenure. Policies andprocedures established by the APT Committee shall at all timesconform to approved policies of the campus and of the University.Specific policies of the College process shall be written and madeeasily available to all interested parties.
      2. Membership: The APT Committee shall consist of one tenuredfaculty member selected from each College unit granting tenure.Unit heads will be asked by the Dean for nominations to thecommittee, and appointment to the committee will be made by theDean, in conformance with campus policies regarding inclusivenessand distribution of academic rank. The term of membership on theAPT Committee will be staggered and will be for two years.

3. Organization: The APT Committee will elect its own chairperson and establish its own organizational procedures that conform with campus policies and procedures.
4. Meetings: The APT Committee will meet at the discretion of the Dean and committee chairperson.

B. **Programs, Curricula, and Courses (PCC) Committee**
1. Purpose: The PCC Committee reviews and makes recommendations to the Dean concerning the establishment, modification, or termination of College programs, curricula, or courses leading to academic degrees or certificates; the creation, abolition, or reassignment of departments of instruction, bureaus, centers, institutes, or other units whose purpose includes academic instruction leading to a UM degree or certificate. The PCC Committee also reviews and makes recommendations, through the Dean, to the Campus Senate Graduate and Undergraduate Committees on Programs, Curricula, and Courses.

   The committee shall be especially concerned with the thoroughness and soundness of all proposals, with their role in meeting the mission of the College of Agriculture and Natural Resources or of the College Park campus, the need for the proposal, its effect on available resources, appropriateness of the sponsoring group, and conformity with existing regulations.

2. Membership: The PCC Committee shall consist of one member of each academic unit of the College, with the exception of IAA. Unit heads will be asked by the Dean for nominations to the committee. Appointments to the PCC Committee will be made by the Dean from the list of nominations. The Associate Dean for Academic Programs shall serve as an ex-officio member of the PCC Committee.
3. Organization: The Dean shall appoint a chairperson for the PCC Committee from the committee members.
4. Meetings: Meetings will be held as needed to complete the PCC Committee charges in a timely manner.

VIII. **Unit Organizations**

Each unit of the College shall establish a plan of organization. Unit plans of organization shall conform with the Campus Plan of Organization. Unit plans should be revised as needed.

IX. **College Senators**

The College of Agriculture and Natural Resources shall set up an election committee to elect College senators composed of faculty representatives of the units and population within the College. The College of Agriculture and Natural Resources shall appoint

anelection committee to conduct the election. The committee shall bemade up of not less than five and not more than seven facultymembers. Nominations shall be taken for each unit's senator and theat-large senators. The election committee shall conduct electionsas needed to fill senate vacancies in each unit and at-largeseats.

A. **Election of Faculty Senators.** The electioncommittee shall coordinate with each unit to conduct electionswithin the units and shall conduct the election for at-largesenators. The faculty in each unit conducting elections areeligible to nominate colleagues to fill the unit's senate seat aswell as the College's at-large senate seat(s). The electioncommittee shall make every effort to ensure that every eligiblefaculty member has the opportunity to submit nominations.

B. **Apportionment of Faculty Senators.** For thepurposes of apportionment, all units, academic and nonacademic,shall be treated alike.
   1. Senators shall be elected from a unit and from at-large.
   2. Each unit shall have no more than one senator representing thatunit solely.

C. **Election of College of Agriculture and NaturalResources Graduate Senators.** The College shall select oneor two graduate candidates to run in the at-large election. TheCollege of Agriculture and Natural Resources' Advisory Councilshall appoint a nomination committee composed of graduate studentsto choose nominees. Eligibility and term of office are determinedby the Senate's "Plan of Organization."

D. **Election of College of Agriculture and NaturalResources Undergraduate Senators.** The College ofAgriculture and Natural Resources' Advisory Council, withparticipation from the Agriculture Student Council, shall appointan election committee to conduct an election of the undergraduatesenator(s). Eligibility and term of office are determined by theSenate's "Plan of Organization."

X. **By-Laws**

By-Laws to this plan may be established by anyone named in thisplan and shall be in accordance with this and other Campus Plans ofOrganization.

XI. **Amendments**

Proposed amendments to this Plan of Organization should bepresented in writing to the chairperson of the Faculty AdvisoryCouncil. The Faculty Advisory Council chairperson shall scheduleproposed amendments for discussion and action at the next regularor special meeting of the college assembly. The chairperson willnotify faculty and staff in advance of the meeting, through unitchairpersons or directors, that these proposals will be considered.An amendment shall be adopted with a majority assenting vote ofthose present at the assembly meeting. The vote will be by secretballot.

XII. **Adoption**

This plan shall be adopted upon approval by the College ParkCampus Senate and with majority approval of the faculty of theCollege of Agriculture and Natural Resources voting on thisplan.

Agenda

Special Order:

Presenter

Suzanne Ashour-Bailey

Chair, Senate Student Conduct Committee

Preliminary Report and Discussion on Review of Code of Academic Integrity and Code of Student Conduct

Background

- The *Code of Student Conduct* has not been updated since 2018.

- The *Code of Academic Integrity* was updated in 2020 but has not been substantively changed since 2019.

- In October 2021, the Office of Student Conduct submitted a proposal to the Senate Office requesting that the *Codes* be reviewed.

  - Better alignment between the structures of the *Codes* and less legal terminology.

  - Clearer indication of potential sanctions.

  - Modify processes to allow for expeditious resolution of matters from early resolution through appeal.

Background

- In August 2021, the Senate Office received a proposal from a group of students that requested that the *Codes* be amended to include an "Other Exceptional Circumstances" provision.

- In Sanctioning, consider whether the cumulative impact of a sanction would be grossly disproportionate than would occur in normal contexts because of an individual's exceptional circumstance.

  - Impact on visa status

  - Non-University housing insecurity

  - Loss of access to medical insurance

Committee's Work

In October 2021, the SEC charged the Student Conduct Committee with reviewing both proposals.

- Reviewed peer institution Codes:
  - Resolution processes
  - Descriptions of Sanctions
  - Provisions for considering "exceptional circumstances" and mitigating and aggravating factors during sanctioning.
- Consultations
  - Office of Student Conduct
  - Representatives of Student Group Proposers

Committee's Preliminary Guiding Principles

- The *Codes* should provide campus community members with awareness and guidance on student conduct expectations, processes for addressing violations, and potential consequences for violations.

- The educational objectives of the *Codes* should be enhanced.

- The processes for addressing violations of the Codes should be streamlined and handled in an expeditious manner to provide resolution so students may move forward and staffing resources may be committed to address other significant matters.

  - For minor misconduct, processes such as initial screenings should be available to allow early assessments and possible resolution of alleged violations.

  - Resolution options incorporating Restorative Justice practices should also be made available at the discretion of the Director of Student Conduct.

Committee's Preliminary Guiding Principles

- Sanctions for violations based on similar conduct under similar circumstances should be consistent whether addressed through Instructor intervention, initial assessment, informal resolution, or adjudication.

  - Instructors should provide clear guidance on

    - What constitutes academic misconduct in the course, and

    - What work is a major assignment subject to sanctions under the *Code of Academic Integrity.*

  - It is important for students to be aware of potential sanctions for violations but sanction options also should permit flexibility to be responsive to specific circumstances.

Committee's Preliminary Guiding Principles

- The processes for addressing alleged violations should ensure that Respondents are adequately informed of the charges they face with sufficient notice before they participate in an investigation and adjudication process.

- Equity in sanctions and undue hardship based on unique circumstances of a Respondent is an appropriate consideration as a ground for appeal based on disproportionate sanction.

Proposed Process Revisions

Code of Academic Integrity

- Permit Honor Reviews and Appeals only for cases where transcript notation is possible sanction, e.g., major assignment infractions.

- Honor Board *recommends* sanction to OSC instead of determining sanction.

- "XF" referenced as a *typical* sanction instead of Normal Sanction for high value assignments.

- Provide greater flexibility as to limiting factors of "XF."

- No additional appellate grounds for Complainant (usually Instructor).

Proposed Process Revisions

Code of Student Conduct

- Add restorative practices as resolution options.

- Clarify notification provisions to Respondents when violations under consideration are amended.

- Allow consideration of "exceptional circumstances" during an appeal based upon disproportionate impact of sanctions.

- Vest dismissal approval with Dean of Students instead of VP Student Affairs.

- Provide greater flexibility as to limiting factors of Disciplinary Probation.

Next Steps

Additional Consultations:

- Representatives of Undergraduate and Graduate Student Legal Aid Offices
- Representatives of University Student Judiciary (USJ)
- Representatives of Academic Integrity Liaisons
- Representatives of Student Government Association and Graduate Student Government
- Representatives of the Office of Faculty Affairs and the Office of Undergraduate Studies

Report and Recommendations

- Reviewed by Office of General Counsel
- Senate Consideration – April 2023

Review of the Student Codes of Conduct
(Senate Document #21-22-22)
Student Conduct Committee | Chair: Suzanne Ashour-Bailey

The Senate Executive Committee (SEC) and Senate Chair Williams request that the Student Conduct Committee review issues associated with the University of Maryland Code of Academic Integrity (III-1.00[A]) and the University of Maryland Code of Student Conduct (V-1.00[B]) ("*Codes*") raised by student leaders and the Office of Student Conduct.

The Student Conduct Committee should:

1. Review the University of Maryland Code of Academic Integrity (III-1.00[A]).

2. Review the University of Maryland Code of Student Conduct (V-1.00[B]).

3. Review the proposal entitled, "Proposal to Amend the Code of Academic Integrity and the Code of Student Conduct to Incorporate 'Other Exceptional Circumstances'" (Senate Document #21-22-17).

4. Review the proposal entitled, "Proposal for Changes to the Codes of Student Conduct and Academic Integrity" (Senate Document #21-22-18).

5. Review student code policies at peer and other Big 10 institutions.

6. Consult with the proposer and student representatives involved in the development of the proposal on the "Other Exceptional Circumstances" provision.

7. Consult with the Director of the Office of Student Conduct.

8. Consult with representatives of the Office of Rights and Responsibilities.

9. Consult with representatives of the Undergraduate Student Legal Aid Office.

10. Consult with representatives of the Graduate Student Legal Aid Office.

11. Consult with representatives of the University Student Judiciary (USJ).

12. Consult with representatives of the Academic Integrity Liaisons.

13. Consult with representatives of the Student Government Association (SGA).

14. Consult with representatives of the Graduate Student Government (GSG).

15. Consider whether a new provision for "Other Exceptional Circumstances" is necessary and should be incorporated into both student *Codes* as suggested in the proposal associated with Senate Document #21-22-17.

16. Consider whether alignment and consistency across the two student *Codes* is needed, and whether terminology in the *Codes* is accessible and understandable to student users.

17. Consider whether the hearing board procedures should be revised to: (a) expedite and streamline the overall process, (b) better describe the disciplinary meeting process, and (c) focus on the educative nature of the process as suggested in the proposal associated with Senate Document #21-22-18.

18. Consider whether the appeals processes in the student *Codes* should include an initial assessment as suggested in the proposal associated with Senate Document #21-22-18.

19. Consider whether the available sanctions in the student *Codes* should be modified as suggested in the proposal associated with Senate Document #21-22-18.

20. Consider whether the approval authority for dismissal-level sanctions should be shifted from the Vice President for Student Affairs to the new Dean of Students role.

21. Consider whether revised or additional options for achieving a resolution should be available for specific types of cases.

22. Consider whether the Code of Academic Integrity should include a separate resolution option for minor incidents that focuses more on student learning and on clarifying academic integrity expectations for students.

23. Consider whether the definition of the "normal sanction" designation of the grade of "XF" in the Code of Academic Integrity should be refined to align with best practices in the field of student conduct.

24. Consider whether the Code of Academic Integrity should be revised to provide greater flexibility in applying the limiting factors of the "XF".

25. Consult with a representative of the Office of General Counsel on any proposed revisions to the policies.

26. If appropriate, recommend whether the policies should be revised and submit recommended revisions.

We ask that you submit a report to the Senate Office no later than **March 4, 2022**. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, reka@umd.edu.

Proposal to Amend the Code of Academic Integrity and the Code of Student Conduct to Incorporate "Other Exceptional Circumstances"

NAME/TITLE	**Senator M Pease, Undergraduate Student**
EMAIL	**mpease1@terpmail.umd.edu**
PHONE	**(301)704-4472**
UNIT	**College of Behavioral and Social Sciences**
CONSTITUENCY	**Undergraduate**

on behalf of themselves and Emily Berry, Graduate Student, Sajeda Shaikh, Undergraduate Student, Jennifer Wang, Undergraduate Student, Zach Goldberg, Undergraduate Student, Kayleigh Hasson, Undergraduate Student, and Virginia Pierrie, Former Graduate Student

DESCRIPTION OF ISSUE

This proposal will seek to address gaps in the current approach to determining an appropriate sanction in the student adjudication process. While the existing process provides an extensive consideration of intangible factors, such as student learning, it does not provide the opportunity to consider tangible consequences, such as loss of student health insurance or student visa status.

The current language in the *Code of Student Conduct* regarding the factors considered when determining an appropriate sanction for misconduct is as follows:

> *8. When used in the context of this Code, the terms below mean the following:*
>
> *j) "Mitigating factors" may be considered in determining sanctions. Factors include, but are not limited to, the present demeanor and past disciplinary record of the Respondent and any steps the Respondent has taken to address their behavior.*
>
> *k) "Aggravating factors" may be considered in determining sanctions. Factors include, but are not limited to, the present demeanor and past disciplinary record of the Respondent, as well as the nature of the offense and the severity of any resulting damage, injury, or harm.*

The current language in the *Code of Academic Integrity* regarding the factors considered when determining an appropriate sanction for misconduct is as follows:

> *2. When used in the context of this Code, the terms below mean the following:*
>
> *g) "Mitigating factors" may be considered in determining sanctions. Factors may include, but are not limited to, the conditions under which the incident occurred, the present demeanor of the Respondent, whether the Respondent has acknowledged responsibility for the alleged misconduct, and any steps the Respondent has taken to address their behavior.*
>
> *(h) "Aggravating factors" may be considered in determining sanctions. Factors may include, but are not limited to, the present demeanor and past disciplinary record of the Respondent, the*

extent of dishonest or malicious intent, the degree of premeditation or planning, as well as the nature and importance of the academic exercise.

The current interpretation of the factors considered mitigating in the course of a potential misconduct adjudication are narrowly tailored and do not allow for the examination of potential secondary implications of a sanction for students at the University of Maryland.

The existing policy does not allow for the consideration of indirect consequences that will occur as a result of a sanction. While these indirect effects do not create additional consequences for the "normal" University of Maryland student, the impact can be severe for students with exceptional personal circumstances and goes against the University's promise to "elevate the quality and accessibility of undergraduate education" and "expand the ethnic and economic diversity of [its] graduate students."

In putting together this proposal, the writers have met with various stakeholders across campus (see "Stakeholder Meetings" section) to ensure a collaborative policy change, reviewed policies from peer institutions such as UNC Chapel Hill, discussed implementation strategies and the importance of training with the Office of Student Conduct, met with student governance groups to seek support and feedback, and examined the disproportional effects of current policy on certain student groups.

DESCRIPTION OF CHANGE YOU WOULD LIKE TO SEE

This amendment would not seek to amend or omit any of the existing language in the *Codes*. Rather, this amendment suggests the following addition:

h) "Other Exceptional Circumstances" may be considered in determining sanctions. An other exceptional circumstance is a circumstance which would reasonably cause the cumulative impact of a sanction to be grossly disproportionate to how the sanction would take effect in normal contexts. Other exceptional circumstances include but are not limited to deportation, sudden financial insolvency, complete loss of shelter, loss of access to critical medical care, and immediate physical harm. Additional exceptional circumstances that are unenumerated in this Code may be considered as deemed reasonable by University Judiciary Boards or staff members in the Office of Student Conduct.

If approved, this additional language would become Section 2, Part (h). As a result, the language regarding aggravating factors would become Section 2, Part (i); the definition of knowingly would become Section 2, Part (j).

SUGGESTION FOR HOW YOUR PROPOSAL WOULD BE PUT INTO PRACTICE

Incorporating this proposal into practice would not require substantial change, and could be quickly implemented:

1) Amend the language in the *Code of Academic Integrity* and the *Code of Student Conduct*
2) The Office of Student Conduct and Legal Aid Office incorporate this language into their training of USJ members, Student Advocates, and Community Advocates.
3) The Office of Student Conduct will internally define the word "reasonably," in addition to the standard of evidence for this new provision.

While this proposal would likely have mainly positive outcomes, there are small potential negative consequences. Incorporating this new provision would make the process of disciplinary conferences, disciplinary conference boards, and honor reviews slightly more cumbersome, as a new step will be added. However, it will be the role of the presiding officer or OSC/R&R staff member to interpret whether an exceptional circumstance should be accepted, similarly to how mitigating and aggravating circumstances are accepted. In addition, the proposed language could be interpreted to incorporate certain circumstances but not others, and we invite the Senate to explore additional language options to reduce any confusion in this regard.

We expect no financial consequences from this policy change.

ADDITIONAL INFORMATION

EFFECT ON STUDENTS

The existing policy does not allow for the consideration of indirect consequences that will occur as a result of a sanction. While these indirect effects do not create additional consequences for the "normal" University of Maryland student, the impact can be severe for students with exceptional personal circumstances and goes against the University's promise to "elevate the quality and accessibility of undergraduate education"[1] and "expand the ethnic and economic diversity of [its] graduate students."[2]

While this proposal will highlight two example student groups, it is important to note that the implications of the current mitigating factors allowed to be considered during sanction can affect student groups beyond the two discussed at length here.

1. **International students:** International student status is not considered when determining the most appropriate sanction for behavioral or academic misconduct. As a result, the sanction of suspension - for any period - can create permanent implications for a student's visa status. The current, online learning environment has had even greater, immediate implications for international students. Suspension required these students to leave the country during a global pandemic. As the language currently reads, the Court cannot consider the requirement that students travel internationally - sometimes to countries with less-developed healthcare infrastructure - at any point during the deliberation regarding the most appropriate sanction. Despite the severe disparity in the implications of suspension for an international student when

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[1] UMD Mission Statement
[2] UMD Mission Statement

compared to a domestic student, the current process does not allow for this to be considered. This gap in sanctioning has particularly severe implications for graduate students, as the current normal sanction for a violation of *The Code of Academic Integrity* is dismissal from the University.

Number of students impacted[3]
University of Maryland - College Park reports having a total of 5,173 international students on campus, making up about 12.6% of the student body. Over the last several years the total international population of students on campus has grown at an average rate of 6.0%. India is the largest contributor to this growth, with an estimated total of 1,265 students.

2. **Student athletes:** Student athlete status - and, more importantly, the impact of no longer being considered NCAA eligible - is not considered under the current *Codes*. The current normal sanction for a violation of the *Code of Academic Integrity*, for example, can render a student athlete ineligible to play. This could result in the loss of the student's scholarship for the semester. If this semester overlaps with the playing season, the student's scholarship is compromised for the entire academic year. A sanction, which does not result in any removal from the University for a normal student, can easily translate to a 12-month loss in scholarship and - more importantly - a 12-month absence from learning for student athletes. This student group at the University of Maryland is grossly disproportionately affected by the current mitigating factors considered for sanctioning. The *Codes* do not currently allow for flexibility in terms of sanctioning guidelines or the consideration of a potential loss of scholarship.

Number of students impacted
University of Maryland - College park reports having a total of 707 student athletes: 398 men and 309 women. These athletes represent the university in 22 different sports.

As previously mentioned, this is not intended to provide an exhaustive list of students who may currently experience unintended consequences that are distinct - and more severe - than what happens as a result of a "normal" sanction to a "normal" student at the University of Maryland. They do, however, highlight the diversity of personal circumstances this proposal attempts to address as well as the large positive impact this amendment would have on the university community. This amendment aligns directly with the University's mission to "graduat[e] talented students from traditionally underrepresented groups; and provid[e] a supportive climate for their well-being."[4]

STAKEHOLDER MEETINGS

In preparation for the writing of this proposal and the proposed changes to the *Code*, the writers of this proposal have met with the following stakeholders to hear feedback and concerns:

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[3] Sourced from:
https://www.collegefactual.com/colleges/university-of-maryland-college-park/paying-for-college/financial-aid/
[4] UMD Mission Statement

- Student Advocates, who represent students reported for academic or non-academic misconduct; Community Advocates, who represent professors who report students for academic misconduct; and University Student Judiciary Members, who serve on both academic and non-academic deciding boards (2 meetings)
- Vice President of Student Affairs Patty Perillo and Dean of Students Andrea Goodwin
- Interim Director of Student Conduct and Academic Conduct staff member James Bond
- Non-Academic Conduct Staff in the Office of Student Conduct
- Non-Academic Conduct Staff in the Office of Rights and Responsibilities

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STUDENT SUPPORT

Incorporating the consideration of "Exceptional Circumstances" into the student conduct sanctioning process has received support from both the Residence Hall Association (RHA), which represents on-campus students, and the Student Government Association (SGA), which represents all on-campus students.

On April 20, 2021, RHA voted unanimously to pass "*EHB003S: A Resolution Expressing Support for Incorporating the Consideration of "Exceptional Circumstances" into the Student Conduct Sanctioning Process*," that "encouraged the University Senate to explore a change in policy to incorporate the consideration of students' "exceptional circumstances" into the sanctioning process."

On April 28, 2021, SGA voted to pass "*S 21-04-28 D: A Resolution Expressing Support for Incorporating the Consideration of "Exceptional Circumstances" into the Student Conduct Sanctioning Process*" that also encouraged the University Senate to explore a change in policy.

SUPPORTING UNIVERSITY POLICIES AND STATEMENTS

Non-discrimination Policy and Procedures, Part 2

This Policy applies to discrimination, harassment, or retaliation:

- on University premises, in any University facility, or on University property; and/or
- at any University sponsored, recognized, or approved program, visit, or activity, regardless of location; and
- that impedes equal access to any University education program or activity or that adversely impacts the education or employment of a member of the University community regardless of where the conduct occurred.

Non-discrimination Policy and Procedures, Part 3

"Discrimination" is unequal treatment based on a legally protected status that is sufficiently serious to unreasonably interfere with or limit an individual's opportunity to participate in or benefit

from a University program or activity, or that otherwise adversely affects a term or condition of the individual's employment or education.

PEER UNIVERSITY: UNC CHAPEL HILL

The University of North Carolina at Chapel Hill provides a clear demonstration of successfully including the consideration of personal compelling circumstances when deliberating on an appropriate sanction. *The Instrument of Student Judicial Governance* contains the following language regarding guiding principles and factors considered when the Court determines the most appropriate sanction for each student found responsible for violating *The Instrument*.

Instrument of Student Judicial Governance, Section III. Sanctions

A. Guiding Principles. In keeping with the University's central mission, students who have violated the Honor Code should learn to take responsibility and learn from their mistakes. Student educational development should therefore play a central role in the development and imposition of sanctions pursuant to this Instrument. The imposition of sanctions should concern the shared interest of students, faculty, staff, and the greater University in academic integrity, maintenance of a safe and respectful environment conducive to learning, the protection of the University community, and protection of other University interests.

1. Relevant Factors. The Honor Court shall take into account the following factors in imposing sanctions:

a. The gravity of the offense in question including, but not limited to: intent and deliberation involved in committing the offense; implications for other members of the campus community; and University interests impacted by the offense.

b. The value of learning through experience so as to develop a greater sense of responsibility for one's actions and consequences to others, including, but not limited to: demonstrated sense of responsibility; demonstrated respect for the importance of academic and/or personal integrity; existence of plans to correct the offense and/or prevent future offenses; and any relevant recurring patterns of misconduct.

c. The importance of equitable treatment for similar offenses including the minimum and usual sanctions and sanctioning guidelines established in Section III of this Instrument.

d. Other compelling circumstances. In some cases, it is appropriate for the Honor Court to consider other factors that would render a sanction unduly punitive, including, but not limited to, extraordinary personal circumstances of the student; the educational goals of the University; and University interests in a student's participation in the campus community.

Proposal for Changes to the Codes of Student Conduct and Academic Integrity

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UNIT	**OVPSA/OSC**	**CONSTITUENCY**	**Exempt Staff**

DESCRIPTION OF ISSUE

The Code of Student Conduct (CSC) and Code of Academic Integrity (CAI) are routinely reviewed and updated for administrative efficiencies, ease of understanding, and to stay current with best practices. The CSC has not been updated since 2018, and the CAI was updated in 2020, but has not seen significant changes since 2019. The Office of Student Conduct (OSC) would like to initiate a review of both Codes in order to address specific issues the Office has experienced and identified in the past few years.

During the 2020-2021 academic year, the OSC worked through twice as many cases than the previous year pertaining to both Codes, while the Office of Rights and Responsibilities within Resident Life (R&R) likewise saw a dramatic increase in cases and behavioral issues in and around our residence halls and public private partnership properties. Such an influx of activity has allowed OSC and R&R staff to examine its operations to determine ways to be more expedient in resolutions, more responsive to the needs of Maryland students and instructors, and clearer in language for all those who may seek understanding about the conduct processes.

Further, the Codes as written reflect an adversarial process and should do more to emphasize the educative nature of student disciplinary processes, as well to reinforce the OSC's mission to promote the health and safety of the campus community, while at the same time ensuring due process for all involved.

DESCRIPTION OF CHANGE YOU WOULD LIKE TO SEE

The Code of Student Conduct (V-1.00(B)) and the Code of Academic Integrity (III-1.00(A)) function as two processes out of the same office. The proposed changes to both policies are below:

1) Create tighter alignment between the two Codes as they relate to terminology, definitions, timing, and sanctioning processes.
2) Provide greater clarity as to what is expected of students as they participate in the conduct process (i.e., move away from legal terminology as our process is an administrative and educational one). OSC should use wording that is more common to most readers. The current versions use terms common in the legal system, and students have expressed a lack of understanding based on the current wording of the Codes.
   a) Terms like "charge", "hearing officer", and "plea" should be changed.
   b) The timing of the process should be consistent between the two Codes.
3) Update the hearing board procedures in a manner that expedites the process, makes it more accessible to all students, and centers student learning.
   a) Currently, cases that go to hearings take several weeks to complete. This complicates the adjudication process, as recollection of incidents is compromised, and less learning occurs as it is hard to tie it back to the original incident. Time limits should be established as to when a matter, once discovered, should be referred.
   b) The Codes should explain each step of a disciplinary meeting process so students will have a better understanding of what to expect.
   c) The appeals process should be expanded to include information about how the Codes are to be interpreted.

   i) The appeal process should include an initial review to determine if an appeal should be heard based on the grounds outlined in the Codes.

4) Modify the listed sanctions and update the factors considered when determining the most appropriate sanctions (e.g. mitigating and aggravating circumstances), to align with best practices.
 a) Terminology like "demeanor" should be removed as that is subjective to interpretation.
 b) The Disciplinary Probation sanction should be adjusted to give the case manager the ability to include restricting factors they deem appropriate.

5) Shift dismissal-level sanction (suspension and expulsion) review and approval to the Dean of Students.

6) Adjust resolution options for different types of cases.
 a) Provide students with additional resolution options, like the ability to resolve their cases with smaller boards. This would expedite the scheduling of most disciplinary meetings, while at the same time putting students more at ease.
 b) These boards should have staff members participate to ensure proper and consistent interpretation and administration of policies.
 c) Cases resulting in transcript notations (e.g. suspension, expulsion, or "XF") should be subject to appeal.
 d) Resolution options for organizations should be included.

Changes specific to the Code of Academic Integrity:

1) Create a resolution option for minor incidents to quickly and appropriately address incidents in consultation with the affected faculty and students without instituting a full hearing process, in order to center student learning and clarify academic integrity expectations for students.

2) Refine the definition of the "normal sanction" designation of the grade of "XF" to align with best practices.
 a) Major assignments for a course should warrant an "XF", but other assignments typically should not.
 b) The CAI should provide more clarity as to what types of violations would warrant what types of penalties.

3) Provide for greater flexibility to the limiting factors of the "XF". The language should be adjusted to give the case manager the ability to include the restricting factors they deem appropriate.

4) Add sanction options to the CAI to provide educational outcomes for incidents when a student is not currently enrolled in a course. The sanction list should be expanded to include disciplinary sanctions to be used when appropriate.

SUGGESTION FOR HOW YOUR PROPOSAL WOULD BE PUT INTO PRACTICE

Upon charging the Student Conduct Committee with this proposal, the committee would work with knowledgeable campus partners to make the changes, including:

- OSC Staff
- Undergraduate Student Legal Aid Office
- Graduate Student Legal Aid Office
- The University Student Judiciary
- The Student Government Association
- Academic Integrity Liaisons (a volunteer group of faculty and staff)
- The Department of Resident Life (Office of Rights & Responsibilities)

New versions of the CSC and CAI would be presented to the Senate for discussion and approval, approved by the President, and then given to OSC for implementation. OSC would work with campus partners, departments, and colleges to educate the community about the changes made and how they will affect operations.

ADDITIONAL INFORMATION