



1. Call to Order
2. Approval of the October 10, 2024 Senate Minutes (Action)
3. Report of the Chair
4. Approval of the Research Council Slate (Senate Document #24-25-16) (Action)
5. PCC Proposal to Establish a Ph.D. in Biostatistics (Senate Document #24-25-13) (Action)
6. PCC Proposal to Establish a Master of Science in Biostatistics (Senate Document #24-25-14) (Action)
7. EDI Report: Review of the University of Maryland Policy on Threatening and Intimidating Conduct (Senate Document #19-20-33) (Information)
8. Special Order
John Bertot
Associate Provost for Faculty Affairs
Visiting Faculty Title Use Report
9. Special Order
Stephanie Chang, Assistant Vice President for Diversity & Inclusion, and
Dawn Culpepper, Director of ADVANCE Program for Inclusive Excellence
UMD Belonging and Community Survey
10. New Business
11. Adjournment



CALL TO ORDER

Chair Sly called the meeting to order at 3:20 p.m.

APPROVAL OF THE MINUTES, SEPTEMBER 5, 2024 MEETING

Chair Sly asked if there were any corrections to the minutes of the September 5, 2024, meeting; hearing none, Chair Sly declared the minutes approved as distributed.

REPORT OF THE CHAIR

Board of Regents' Staff Awards

Chair Sly announced that the Staff Affairs Committee would begin accepting nominations shortly for this year's Board of Regents' (BOR) Staff Awards. Chair Sly reminded Senators that BOR Staff Awards are the highest System-wide recognition of the exceptional work done by staff members across the University System of Maryland (USM). Chair Sly explained guidelines and eligibility requirements to nominate staff members. Chair Sly stated that nomination packets are due to the Staff Affairs Committee in November and that detailed instructions can be found on the [Senate website](#).

Volunteers for the Nominations Committee

Chair Sly stated that outgoing Senators received an email on September 23, 2024 about volunteering for the Senate Nominations Committee.

Chair Sly explained 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. Chair Sly 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. Chair Sly noted that the committee would meet between January and April.

Chair Sly explained that those who are interested in serving on the committee should complete the form as soon as possible. Chair Sly added that those interested may contact the University Senate Office for additional information or assistance. Chair Sly stated that the Senate will vote on the Nominations Committee membership in December.

SPECIAL ORDER OF THE DAY

Jack Blanchard

Associate Provost for Enterprise Resource Planning at the University of Maryland

Elevate Project Update

Chair Sly introduced Associate Provost for Enterprise Resource Planning, Jack Blanchard, who provided an overview of the Elevate program, which aims to modernize the University's outdated enterprise systems, particularly those supporting finance, HR, and student information.

Blanchard reminded members that the Workday system launch will take place on November 15, 2024. Workday will replace the current finance and human capital management systems, consolidating multiple platforms into a single, integrated, mobile-accessible system. Blanchard indicated that future phases would include updates to the student information systems, scheduled to begin in early 2025.

Blanchard emphasized the importance of upcoming deadlines prior to the November 15, 2024, launch, which are detailed on the [Elevate website](#). A cutover period will ensure that data from the current systems are accurately transferred into Workday.

The Elevate website serves as a central resource for these deadlines and other critical information: training is available through website, as well as a tailored course guide based on each user's role, allowing access to essential training modules. Blanchard noted that over 8,000 participants have completed introductory training, with more than 13,000 courses completed overall.

In addition to these courses, Blanchard noted that numerous resources have been made available to assist with the transition. Job aids, crosswalks (to help users translate old terminology to the new Workday phrases), and a practice environment are all accessible through the Elevate website. A sandbox version of Workday, which simulates the real environment using data from July 2024, is available to over 3,000 users.

Blanchard added that further support has been offered through in-person workshops. Between May and September, 48 sessions were held, providing over 750 individuals with hands-on experience in both HR and finance functions within Workday. Blanchard noted that as these workshops close, the program will continue offering virtual office hours, where users can ask questions and receive guidance. Blanchard added that these resources are complemented by a dedicated support page on the Elevate website, where users can find links to key information and submit questions via a case form for the support team to address.

Blanchard recognized that the transition to Workday represents a substantial change for the University of Maryland. Blanchard highlighted that President Darryll Pines has emphasized the historic nature of this upgrade, as it marks the first time the University of Maryland has replaced its enterprise finance and HR systems through a simultaneous go-live approach. Blanchard stressed that the administration has anticipated there may be challenges, and has established a "hyper-care" period following the launch to swiftly address any emerging issues.

Finally, Blanchard emphasized the importance of patience and collaboration during this transition. Blanchard noted that it is crucial for the University of Maryland community to support each other as they navigate the new system, and that faculty and staff should remain mindful of the increased demands on their colleagues who are working to facilitate this transition. Blanchard reiterated his availability to answer questions, give additional presentations, and visit departments or divisions as needed, directing all participants to the Elevate website for ongoing updates and resources.

Chair Sly thanked Blanchard and opened the floor for questions.

Senator Sunderland, TTK, ENGR, asked what essential differences are between Elevate and Workday?

Blanchard responded that Elevate is the program that is implementing Workday. Workday is the name of the platform.

Senator Das, PTK, ENGR, asked if the University of Maryland hires international visitors or interns, will that portion be covered in the HR part of Workday?

Blanchard responded that hiring will be conducted through Workday, and Workday will replace E-TERP, the current system used for posting positions.

Senator Wall, Non-Exempt, VPA, stated that he has completed approximately ten training sessions, with a few remaining. Senator Wall inquired about the upcoming freeze on the Kuali Financial System (KFS) in preparation for the system launch, expressing concern about ordering processes within the logistics and warehouse departments. Wall noted that, in this role within Facilities Management (FM), ongoing orders would be necessary, and the team had received information suggesting that operations might revert to paper-based processes temporarily. Senator Wall requested clarification on whether any alternative measures have been implemented to address this need during the transition period.

Blanchard responded that it is difficult to comment on any centralized workarounds, the designated deadlines were set to allow divisions to complete procurement activities in advance. Blanchard emphasized that, in cases of mission-critical procurement needs, divisions or units should address those requirements locally and attempt to find a resolution. However, Blanchard cautioned that the established deadlines should generally be respected, as they are essential for freezing and accurately transferring data to Workday. Attempting to circumvent these dates could lead to inconsistencies in the financial data recorded in Workday, ultimately affecting data accuracy.

Blanchard recommended that Wall discuss any critical needs with immediate supervisors. Blanchard added that for further inquiries, Senator Wall could directly email Blanchard, and connections would be facilitated as needed.

Senator Lyons, Graduate, JOUR, asked for clarification on the potential impact of the transition on both graduate and undergraduate students employed by the University of Maryland. Specifically, the inquiry was about whether the new system would incorporate the Statement of Mutual Expectations and how this might affect the workload for students, as well as for faculty and staff responsible for overseeing the hiring and onboarding processes.

Blanchard explained that the impact on faculty will depend on their specific roles. Faculty members without grants, hiring responsibilities, or administrative duties will primarily need to log into Workday for basic tasks, such as updating emergency contacts, which is why they only need to complete the "Introduction to Workday" course. Blanchard noted that those with additional responsibilities, such as managing grants, would have more courses to complete.

Dean Roth of the Graduate School added that the Statement of Mutual Expectations forms will be processed through Workday. Roth mentioned that communications will be developed for both faculty and students to outline what the new system will entail. Dean Roth emphasized that this information will be shared as soon as it becomes available.

Chair Sly addressed Senator Das's earlier question, which was reiterated in the Zoom chat for clarification. The inquiry concerned whether the Workday system would accommodate international visitors on J1 visas who are unpaid, given that this is currently a manual process within their unit.

Jeffrey Hollingsworth, Vice President and Chief Information Officer, confirmed that unpaid visitors or any individuals requiring access to University of Maryland facilities or computer accounts would indeed be processed through Workday. Hollingsworth explained that a specific appointment process exists for these visitors, following standard business protocols. Hollingsworth added that hiring officials in each unit should have received relevant training, and there are job aids available that detail the steps to host these visitors and integrate them into the system.

Senator Zenginoglu, PTK, CMNS, raised concerns about potential issues following the Workday rollout. Zenginoglu inquired whether simulations had been conducted to anticipate potential problems and if an emergency response team would be in place to handle issues such as database corruption.

Blanchard clarified that, while there is no designated "emergency response team," there is a specialized Hyper Care team in place. This internal Elevate team, consisting of full-time positions within the Division of Information Technology (DIT), has been established to provide ongoing support for Workday. Additionally, Huron, who are experts in Workday implementation, will be augmenting support during the Hyper Care period.

Blanchard explained that as the go-live date approaches, there will be designated blackout periods where staff members in these roles will not be taking time off, ensuring their availability for critical activities. Blanchard emphasized that testing scenarios have already been conducted to assess how the systems are functioning, and specific thresholds must be met to validate these tests. While acknowledging the possibility of unexpected issues, Blanchard assured that resources will be readily available both in the lead-up to the launch and for a period afterward, as the system stabilizes.

Senator Zenginoglu further inquired if there might be a resource available on the Elevate website, referencing that other universities have undergone similar processes and faced challenges. Zenginoglu expressed that a list of those problems could help anticipate and navigate any potential issues.

Blanchard explained that each university operates under unique circumstances; for instance, some may have specific challenges associated with a medical school or a hospital. Blanchard added that although discussions have occurred with various institutions regarding procurement challenges, Blanchard did not believe that posting a list of past problems would be beneficial. Blanchard reassured that they have proactively addressed a wide range of potential scenarios and have conducted thorough testing to ensure system functionality. Blanchard confirmed readiness for unexpected issues and noted that leadership has taken this transition seriously, investing significant resources into preparation.

Hollingsworth added that extensive planning has been undertaken to address potential scenarios, including rollback strategies. Hollingsworth explained that Workday automatically generates snapshot copies each day, which serve as test platforms or rollback options if issues arise. Hollingsworth stated that both the platform and vendor support are in place, emphasizing that challenges are not a matter of "if" but "when." Hollingsworth expressed confidence in the team's collaborative efforts and their ability to respond effectively, citing quick resolutions to minor issues discovered during testing.

Senator Osuji, PTK, BSOS, asked whether there would be 24-hour support for users encountering issues with Workday or if assistance would be limited to standard business hours. Additionally,

Osuji inquired about how Workday would impact their department's current hiring process, specifically regarding accessing applications and managing the selection process efficiently.

Blanchard responded that regarding the hiring process, if the department is currently engaged in hiring through the E-TERP system, this transition would not disrupt those efforts. Blanchard emphasized that they would continue to finalize the process within E-TERP, indicating a seamless continuation despite the impending shift to Workday.

In response to the question about support availability, Blanchard clarified that while there would not be 24/7 support, the assistance offered would be more comprehensive than what is currently available with Concur, given the scale of this project. Blanchard detailed that users would have multiple avenues for accessing support. A dedicated portal would allow individuals to submit requests, and there would be opportunities for office hours where support staff could assist with queries.

Additionally, Blanchard highlighted the extensive training sessions conducted over the summer, which aimed to equip key individuals within departments and colleges with the necessary knowledge to support their respective units during the transition. Blanchard confirmed there would be ample resources outlined on the website to guide users through any issues until regular business hours commence, at which point they could receive direct assistance.

Senator Yaich, Non-Exempt, CMNS, raised a question concerning the accrual day for non-exempt employees, referencing the Memorandum of Understanding (MOU) that was approved in July. Yaich noted that this additional accrual day had not yet appeared on their area's page. Yaich inquired whether the delay in implementation was related to the transition to Workday and whether employees should expect to see these accrual adjustments once the system goes live.

Blanchard deferred to Hollingsworth. Hollingsworth responded that the recent Memorandum of Understanding (MOU) introduced several changes, including adjustments to leave care and vacation carryover rules, effective as of Monday, October 7, 2024. Hollingsworth further clarified that all necessary system configuration changes to accommodate the new MOU have been made in Workday.

Hollingsworth elaborated that the delay in seeing these changes reflected in PHR was due to the outdated nature of that system, with projected changes not expected to be completed until March, several months after the MOU was finalized. In contrast, Hollingsworth confirmed that the Workday system is set to reflect these changes within six weeks or less, ensuring that they should be operational and accumulating correctly upon going live.

Chair Sly thanked Blanchard and moved on to the next agenda item.

NEW BUSINESS

Chair Sly opened the floor to new business.

Senator Shin, TTK, EDUC, introduced a Resolution to Support Inclusive and Caring Bereavement Leave for Faculty and Staff, that calls upon the University System of Maryland (USM) and the state of Maryland to enhance support for members of the University community who are experiencing

bereavement. It seeks to be more inclusive of diverse bereavement needs in the current bereavement leave policies.

Shin elaborated on the Whereas Statements:

- **Current Policies:** The existing USM policies (2.30 D.3 for faculty and 7.745 for staff) establish a framework for bereavement leave that permits up to three days or five days for travel in the event of the death of a "close relative." This definition is narrowly confined to a spouse, child, stepchild, parent or parental figure, mother-in-law, father-in-law, brother, sister, brother-in-law, sister-in-law, or other relatives residing permanently in the faculty member's household.
- **Inaugural Collective Bargaining MOU:** The consolidated collective bargaining MOU between the USM and the American Federation of State, County, and Municipal Employees stipulates up to seven days (or ten days for travel) of accrued leave for bereavement, again defined narrowly.
- **Impact on Employees:** Requiring employees to utilize sick and safe leave or accrued leave for bereavement may adversely affect newer employees or those unable to accrue sufficient leave.
- **COVID-19 Impact:** The loss of over 1.2 million individuals in the United States due to COVID-19, as of September 28, 2024, underscores the need for compassionate bereavement support amid ongoing collective grief.
- **Changing Family Dynamics:** The share of individuals living in "traditional" family structures has declined from 67% in 1970 to 37% in 2021, with a corresponding increase in multi-generational households. This shift raises the likelihood that individuals may have close relationships with those who fall outside the narrow definitions of "close relatives."
- **Marginalized Communities:** Narrow definitions may disproportionately impact marginalized communities, particularly LGBTQ+ individuals who often rely on chosen family, as well as communities of color that maintain extensive kinship networks.
- **Insufficient Leave Duration:** The current policy of three to five days is inadequate for those needing to travel long distances for bereavement or who follow cultural practices requiring extended mourning periods.
- **Long-term Health Impacts:** Inadequate support during bereavement can adversely affect long-term health, potentially leading to complicated grief or prolonged grief disorder.
- **Strategic Plan Alignment:** The UMD Strategic Plan emphasizes the institution's commitment to being a coordinated and effective community of care, supporting the well-being of students, faculty, and staff.

Shin explained how it can be resolved:

- The University Senate of the University of Maryland calls upon the USM and the state of Maryland to revise bereavement leave policies and to engage in future collective bargaining negotiations to center considerations of care, inclusion, and justice for all state employees.

- These policies should provide bereavement leave separately from sick and safe leave or accrued leave.
- The policies should remove the strict definition of "close relative" and allow for a minimum of one full week of bereavement leave, with additional days for related travel.
- A process for obtaining additional leave on a case-by-case basis should be established, recognizing that grieving is not linear and emotions surrounding bereavement may arise at various points beyond the initial loss.
- The University Senate calls upon the university administration to advocate for these changes in collaboration with relevant stakeholders across system institutions and state entities.

Chair Sly called for a motion to adopt the resolution. Seconded. Chair Sly opened the floor to further discussion prior to voting on the motion.

Senator Pease, Graduate, BSOS, expressed gratitude to Senator Shin for sponsoring and moving the resolution. Pease emphasized that, as a Commissioner on the Maryland State Commission for LGBTQIA+ Affairs (which aims to address the various inclusion and equity issues affecting communities across the state) the bereavement support is of top policy priorities.

Key points made by Senator Pease:

- **Timeliness of the Resolution:** Senator Pease noted the Resolution's relevance amidst ongoing discussions about inclusivity and equity in state policies, particularly regarding bereavement leave.
- **Legislative Context:** Pease mentioned that Maryland legislators have begun addressing bereavement leave for state employees, referencing the passage of Senate Bill 0109, which establishes policies related to parental bereavement leave for state employees. This legislative change highlights the growing recognition of the need for comprehensive bereavement support.
- **Anticipated Discussions:** Pease pointed out the potential for further discussions at the state level regarding bereavement leave, which could involve the legislature, the University System of Maryland (USM), and other state entities and institutions.
- **Message of Care:** Pease emphasized that supporting the resolution sends a strong message of care not only to university colleagues but also to broader communities across the state and within the system institutions.

In conclusion, Pease urged the body to support the Resolution, reinforcing its significance for the University community and beyond.

Senator Trovato, Graduate, BSOS, expressed support for the Resolution, citing experiences as a doctoral researcher in counseling psychology and as a therapist-in-training working with grieving clients. Trovato emphasized the importance of equitable and inclusive bereavement care for the diverse needs of the university community.

Trovato noted that grief is deeply personal and varied, and the current policies do not adequately account for this diversity, particularly for LGBTQ+ communities and communities of color. Trovato stressed the need for policies that recognize chosen families and culturally significant relationships, as research supports the positive impact of accommodating bereavement needs on well-being and institutional loyalty.

Trovato concluded by urging the University to protect bereavement leave as a right and to actively advocate for these changes in collaboration with stakeholders across system institutions and state entities, ensuring that all members of the community have the time and space to grieve in a way that honors their unique experience.

Chair Sly thanked Senator Trovato and opened the floor for further discussion.

Senator Lloyd, PTK, ARHU, expressed agreement with the Resolution's principles but raised concerns about its vagueness. Lloyd questioned whether the lack of clear definitions and specific requests might pose issues if the Resolution is passed without further detail.

Chair Sly emphasized that the Resolution is non-binding, and Senator Pease explained that certain specifics were left out because the relevant committee with authority will address them. Chair Sly further noted that the non-binding nature reflects that this is a USM policy, and the Resolution represents a statement from the Senate.

Chair Sly called for a vote on the motion to adopt the Resolution. The results were: 92 in favor, 14 opposed, and 9 abstentions. **The Senate votes in favor of adopting the Resolution to Support Inclusive and Caring Bereavement Leave for Faculty and Staff.**

Chair Sly asked if there was further new business.

Senator Hajiaghayi, TTK, CMNS, inquired whether President Pines was scheduled to deliver the State of the Campus address, noting recent rankings improvements and other updates since the last State of the Campus presentation.

Director Marin responded that President Pines had to reschedule the State of the Campus address for December. Further details will be provided once finalized, and the questions will be relayed to President Pines at that time.

Senator Lyons, Graduate, JOUR, inquired about the status of the charge to the Elections, Representation, and Governance (ERG) Committee concerning Senate representation on the Campus Transportation Advisory Council (CTAC). Senator Lyons noted that the issue was initiated in 2019 and sent to the Division of Administration and Finance but remains unresolved. This delay is causing uncertainty for students regarding whether a new charge should be brought to the Committee. Lyons requested clarification on the council's governance and its relation to the Senate.

Director Marin clarified that the Senate's relationship with the Campus Transportation Advisory Council (CTAC) is outlined in the University's Plan of Organization and Bylaws, which defines the Senate's role in assisting with membership but not charging CTAC with policy reviews. Director Marin offered to investigate the matter further and provide an update.

Lyons responded by noting concerns raised by undergraduate and graduate students regarding issues with transportation, such as reporting errors or problematic driver behavior. Lyons suggested these concerns fall under CTAC's authority and motioned to have the Elections, Representation, and Governance (ERG) Committee review or reinitiate its review of the Campus Transportation Advisory Council's (CTAC) charge and membership, which falls under ERG's jurisdiction. Senator Lyons indicated that the current proposal regarding CTAC's representation is under review by ERG.

Chair Sly asked for clarification on any related documents or policies that could guide the review. Lyons clarified that the proposal in question addresses whether CTAC will have proper Senate representation, and that ERG would need to determine if a charge could be directed to CTAC. Since CTAC cannot take charge, it is ERG's responsibility to review the matter.

Senator Lyons adjusted the motion to charge the ERG with the review of the relationship between CTAC and the Senate. Seconded. Chair Sly opened the floor to discussion.

Director Marin clarified that CTAC refers to the Campus Transportation Advisory Committee, and ERG is the Elections, Representation, and Governance Committee, a standing committee within the University Senate. Director Marin mentioned that the University Senate Office located the relevant Senate Document, [Senate Document #19-20-15](#), which was initiated during the pandemic and may have been overlooked.

Director Marin confirmed with Lyons the motion on the floor. Lyons confirmed that the motion is to revive and continue the review of Senate Document #19-20-15 and any related charge.

Chair Sly called for a vote on the motion to charge the ERG with the review of the relationship between CTAC and the Senate, essentially reviving the review of Senate Document #19-20-15 and any related charge. The results were 73 in favor, 11 opposed, and 26 abstained. **The Senate votes in favor of charging the ERG with the review of the relationship between CTAC and the Senate.**

ADJOURNMENT

The meeting was adjourned at 4:27 p.m.



2024-2025 Research Council Slate

PRESENTED BY Sarah Dammeyer, Chair

REVIEW DATES SEC – October 25, 2024 | SENATE – November 6, 2024

VOTING METHOD In a single vote

**RELEVANT
POLICY/DOCUMENT** N/A

**NECESSARY
APPROVALS** Senate, President

ISSUE

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

RECOMMENDATION(S)

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

COMMITTEE WORK

At the September 5, 2024 Senate Meeting, Senator Daniel Lathrop (TTK, CMNS) motioned to amend the 2024-2025 Committee and Council Slates (Senate Document #24-25-02) by removing the Research Council slate for further review. This motion to recommit the Research Council slate to the Committee on Committees passed with 103 votes in favor, 3 opposed, and 18 abstentions.

The Research Council slate was reviewed and submitted by the Committee on Committees to the SEC for the November 6, 2024 Senate meeting agenda. The Senate Office collaborated with the Division of Research (VPR) to select its membership. Any vacancies arising during the academic year will be filled per the Senate Bylaws.

ALTERNATIVES

The Senate could decide not to approve the slates.

RISKS

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

FINANCIAL IMPLICATIONS

There are no financial implications in approving this slate.

Research Council

Vacancies

Student At-Large

Nominated

Polly O'Rourke	Faculty	INFO	2025
Melanie Killen	Faculty	EDUC	2026
Bianca Bersani	Faculty	CMNS	2026
Robin Puett	Faculty	SPHL	2026
Thomas Hedberg	Faculty	VPR	2026
Michael Pack	Faculty	ENGR	2026
Rebecca Hunsaker	Staff	BSOS	2025
Akanksha Singh	Graduate Student	EDUC	2025
Jessica Garbarczyk	Undergraduate Student	BSOS	2025

Ex-Officio

Mariah Bauer	Ex-Officio - Provost's Rep	SVPAAP	2025
Eric Chapman	Ex-Officio - VP Research Rep	VPR	2025
Blessing Enekwe	Ex-Officio - Graduate School Rep	GRAD	2025
Wendy Montgomery	Ex-Officio - Director of ORA Rep	VPR	2025
Kanitta Tonggarwee	Ex-Officio - President's Rep	PRES	2025
Douglas Roberts	Ex-Officio - Undergraduate Studies Rep	UGST	2025

Continuing Members

Typhanye Dyer	Faculty	SPHL	2025
Anwar Huq	Faculty	CMNS	2025

Chair

Gerald Wilkinson	Faculty	CMNS	2027
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PCC Proposal to Establish a Ph.D. in Biostatistics (Senate Document #24-25-13)

PRESENTED BY Wendy Stickle, Chair, Senate Programs, Curricula, and Courses Committee

REVIEW DATES SEC – October 15, 2024 | SENATE – November 6, 2024

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 School of Public Health’s Department of Epidemiology and Biostatistics proposes to establish a Ph.D. in Biostatistics. Biostatistics is one of the core disciplines in public health that teaches students analytical methods for collecting, analyzing, and interpreting scientific data collected in public health and medical research. Knowledge of biostatistics is foundational for students in public health disciplines, and all top-tier Schools of Public Health have a doctoral program in biostatistics. Although the department offers a Master of Public Health in Biostatistics, it does not offer a Biostatistics Ph.D. program. The lack of a Ph.D. program in biostatistics has negatively affected the department’s ability to attract high-caliber faculty, secure large federal training grants, and maintain national rankings.

The Ph.D. in Biostatistics is designed for students with a strong quantitative background and an interest in public health and biomedical research. The program emphasizes biostatistical methodologies and their application in public health, equipping students with skills to analyze big health data, apply machine learning, and develop applied biostatistical methods for medical and epidemiological studies. The program aims to produce future scholars and leaders in public health and biomedical data science, addressing a workforce shortage in these fields.

The program offers two pathways depending on the student’s prior qualifications. For students with a relevant master’s degree (MS/MPH in Biostatistics), the program requires 48 total credits: 36 course credits and 12 dissertation credits. For students without a relevant master’s degree, the program requires 60 total credits: 48 course credits and 12 dissertation credits.

The program’s curriculum includes core coursework in applied biostatistics, theoretical statistics, epidemiology, and public health data science.

No additional resources are requested as part of this proposal. The existing administrative and faculty resources that exist in the department are sufficient to offer this program.

The proposal was approved by the Graduate School PCC committee on September 27, 2024, and the Senate Programs, Curricula, and Courses committee on October 11, 2024.

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 October 11, 2024. Amir Sapkota, from the Department of Epidemiology and Biostatistics, and Jennifer Bachner, from the School of Public Health, presented the proposal and answered questions from the committee. The committee approved the proposal.

ALTERNATIVES

The Senate could decline to approve this new academic program.

RISKS

If the Senate declines to approve this new program, the university will lose an opportunity to use existing resources and faculty expertise to enhance the department and School of Public Health and address a national need for experts in biostatistics.

FINANCIAL IMPLICATIONS

There are no significant financial implications with this proposal as current resources are sufficient to offer the program.

955: PHD IN BIOSTATISTICS

In Workflow

1. D-EPIB Curriculum Manager (cdallal@umd.edu)
2. D-EPIB PCC Chair (cdallal@umd.edu)
3. D-EPIB Chair (amirsap@umd.edu)
4. SPHL Curriculum Manager (cgossett@umd.edu)
5. SPHL PCC Chair (cgossett@umd.edu)
6. SPHL Dean (lushniak@umd.edu; cgossett@umd.edu; jbachner@umd.edu)
7. Amir Sapkota (amirsap@umd.edu)
8. Academic Affairs Curriculum Manager (mcolson@umd.edu)
9. Graduate School Curriculum Manager (jfarman@umd.edu; rlong12@umd.edu)
10. Graduate PCC Chair (jfarman@umd.edu; rlong12@umd.edu)
11. Dean of the Graduate School (jfarman@umd.edu; sroth1@umd.edu)
12. Senate PCC Chair (mcolson@umd.edu; wstickle@umd.edu)
13. University Senate Chair (mcolson@umd.edu)
14. President (mcolson@umd.edu)
15. Board of Regents (mcolson@umd.edu)
16. MHEC (mcolson@umd.edu)
17. Provost Office (mcolson@umd.edu)
18. Graduate Catalog Manager (bhernand@umd.edu; fantsao@umd.edu)

Approval Path

1. Mon, 08 Apr 2024 17:01:49 GMT
Cher Dallal (cdallal): Approved for D-EPIB Curriculum Manager
2. Mon, 08 Apr 2024 17:05:09 GMT
Cher Dallal (cdallal): Approved for D-EPIB PCC Chair
3. Mon, 08 Apr 2024 18:38:34 GMT
Amir Sapkota (amirsap): Approved for D-EPIB Chair
4. Mon, 08 Apr 2024 18:39:19 GMT
Nicole Cousin-Gossett (cgossett): Approved for SPHL Curriculum Manager
5. Wed, 17 Apr 2024 21:31:25 GMT
Nicole Cousin-Gossett (cgossett): Approved for SPHL PCC Chair
6. Wed, 17 Apr 2024 21:31:39 GMT
Nicole Cousin-Gossett (cgossett): Approved for SPHL Dean
7. Thu, 01 Aug 2024 17:46:06 GMT
Amir Sapkota (amirsap): Approved for amirsap
8. Fri, 13 Sep 2024 21:10:37 GMT
Michael Colson (mcolson): Approved for Academic Affairs Curriculum Manager
9. Thu, 10 Oct 2024 20:09:29 GMT
Ryan Long (rlong12): Approved for Graduate School Curriculum Manager
10. Fri, 11 Oct 2024 01:20:28 GMT
Ryan Long (rlong12): Approved for Graduate PCC Chair
11. Fri, 11 Oct 2024 11:19:20 GMT
Stephen Roth (sroth1): Approved for Dean of the Graduate School
12. Fri, 11 Oct 2024 18:06:37 GMT
Wendy Stickle (wstickle): Approved for Senate PCC Chair

New Program Proposal

Date Submitted: Mon, 08 Apr 2024 16:42:06 GMT

Viewing: 955 : PhD in Biostatistics

Last edit: Fri, 04 Oct 2024 19:35:22 GMT

Changes proposed by: Xin He (xinhe)

Program Name

PhD in Biostatistics

Program Status

Proposed

Effective Term

Spring 2025

Catalog Year

2024-2025

Program Level

Graduate Program

Program Type

Doctoral

Delivery Method

On Campus

Departments**Department**

Epidemiology & Biostatistics

Colleges**College**

School of Public Health

Degree(s) Awarded**Degree Awarded**

Doctor of Philosophy

Proposal Contact

Drs. Charles Ma and Xin He

Proposal Summary

Biostatistics is one of the core disciplines in public health that teaches students analytical methods for collecting, analyzing, and interpreting scientific data collected in public health and medical research. As such, all top-tier schools of public health have a doctoral program in Biostatistics. However, as of now, UMD-SPH does not have a doctoral program in Biostatistics, which has negatively impacted not only faculty, and students, but also the overall research portfolio of UMD-SPH as well as its national ranking. To address this, the Department of Epidemiology and Biostatistics (EPIB) is proposing a new doctoral program in Biostatistics. The new PhD program is designed for students with a strong quantitative background and a research interest in public health or medical field. The curriculum includes core courses on theoretical statistics and applied biostatistics courses, as well as a wide variety of introductory and advanced data science courses as electives for the analysis of big data in public health. In addition to course work, students will get practical training through collaborative research activities at various research centers and institutes within UMD. The proposed PhD in Biostatistics program aims to train the next generation of scholars in public health data research with strong analytical skills and aligns well with the University's mission for graduate education and School of Public Health's strategic plans.

(PCC Log Number 23135)

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 doctoral program in biostatistics is designed for students with a strong quantitative background and an interest in public health, and biomedical research. The program emphasizes biostatistical methodology as well as practice of biostatistics and data science in public health. It will address workforce shortage in the field of biostatistics while producing future leaders and scholars in public health and biomedical data science. This will be achieved through: 1) advanced training in biostatistical modeling, machine learning, big data computing, epidemiology and public health data science, 2) experiential learning through research opportunities at research centers and institutes within UMD; 3) fostered biostatistical thinking and

enhanced data science skills necessary for future careers in academia, pharmaceutical and biotechnological industry, government agencies, and other healthcare and public health administration professional organizations.

Catalog Program Requirements. Please click on the help bubble for more specific information about formatting requirements.

Summary of PhD in Biostatistics Program Course Requirements

- Prerequisites/Admission requirement (preferred): Calculus (preferably 3 semesters including multivariable calculus), Linear algebra.
- Course waiving policy for students who have taken similar (graduate-level) courses from other institutions.
- All students are strongly encouraged to attend the biweekly seminar every semester.
- Students entering with a relevant master's degree in biostatistics or statistics are likely to have completed several of the courses required for the Ph.D. program. For this reason, we outline two programs of study: I. Students with a relevant master's degree; II. Students without a relevant master's degree.
- Students advance to candidacy after successfully completing the comprehensive exam and dissertation proposal.

I) Students entering with a relevant master's degree (e.g. MS/MPH in Biostatistics):

The total credits for PhD in Biostatistics will be 48 (36 course credits + 12 dissertation credits) if students have a prior MS/MPH degree in biostatistics.

Course	Title	Credits
IA. Core Courses ¹		
EPIB652	Categorical Data Analysis	3
EPIB653	Applied Survival Data Analysis	3
EPIB655	Longitudinal Data Analysis	3
EPIB680	Course EPIB680 Not Found (Linear Model)	3
EPIB610	Foundations of Epidemiology	3
SPHL600	Foundations of Public Health	3
STAT700	Mathematical Statistics I	3
STAT701	Mathematical Statistics II	3
IB. Elective Courses ²		12
EPIB611	Intermediate Epidemiology	
EPIB612	Epidemiologic Study Design	
EPIB633	Health Survey Design and Analysis	
EPIB635	Applied Multilevel Modeling in Health Research	
EPIB654	Clinical Trials: Design and Analysis	
EPIB656	Applied Bayesian Data Analysis	
EPIB657	Spatial Statistics for Public Health Data	
EPIB660	Analysis of National Health Survey Data	
EPIB661	Applied Multivariate Data Analysis	
EPIB664	Missing Data Analysis	
EPIB667	Course EPIB667 Not Found (Applied Machine Learning with Python)	
EPIB681	Course EPIB681 Not Found (Causal Inference)	
EPIB682	Course EPIB682 Not Found (Statistical Learning for Health Data Analysis)	
EPIB683	Course EPIB683 Not Found (High-throughput Data Analysis)	
EPIB684	Course EPIB684 Not Found (Electronic Health Record Data Analysis)	
EPIB695	Introduction to R for Health Data Analysis	
IC. Dissertation Credits ³		12
EPIB899	Doctoral Dissertation Research	
Total Credits		48

¹ The 8 core courses are required for students with a MS/MPH degree in Biostatistics (24 credits). It is anticipated that students with a relevant master's degree in biostatistics from accredited school of public health would have taken core courses such as EPIB650 (Biostatistics I), EPIB651 (Applied Regression Analysis) and EPIB697 (Public Health Data Management).

² With advisement, students will be able to choose elective courses (12 credits) both within and outside of EPIB (MATH, JPSM, CMSC, UMSOM).

³ Students are required to complete 12 dissertation credits after passing the Comprehensive Exam.

II) Students entering WITHOUT a relevant master's degree (e.g. MS/MPH in Biostatistics):

The total credits will be 60 for students without prior MS/MPH degree in biostatistics (48 course credits + 12 dissertation credits).

The table below provides the list of 11 core courses for students without a relevant master degree (33 credits).

Course	Title	Credits
IIA. Core Courses		
EPIB650	Biostatistics I	3
EPIB651	Applied Regression Analysis	3
EPIB652	Categorical Data Analysis	3
EPIB653	Applied Survival Data Analysis	3
EPIB655	Longitudinal Data Analysis	3
EPIB680	Course EPIB680 Not Found (Linear Model)	3
EPIB697	Public Health Data Management	3
EPIB610	Foundations of Epidemiology	3
SPHL600	Foundations of Public Health	3
STAT700	Mathematical Statistics I	3
STAT701	Mathematical Statistics II	3
IIB. Elective Courses		15
EPIB611	Intermediate Epidemiology	
EPIB612	Epidemiologic Study Design	
EPIB633	Health Survey Design and Analysis	
EPIB635	Applied Multilevel Modeling in Health Research	
EPIB654	Clinical Trials: Design and Analysis	
EPIB656	Applied Bayesian Data Analysis	
EPIB657	Spatial Statistics for Public Health Data	
EPIB660	Analysis of National Health Survey Data	
EPIB661	Applied Multivariate Data Analysis	
EPIB664	Missing Data Analysis	
EPIB667	Course EPIB667 Not Found (Applied Machine Learning with Python)	
EPIB681	Course EPIB681 Not Found (Causal Inference)	
EPIB682	Course EPIB682 Not Found (Statistical Learning for Health Data Analysis)	
EPIB683	Course EPIB683 Not Found (High-throughput Data Analysis)	
EPIB684	Course EPIB684 Not Found (Electronic Health Record Data Analysis)	
EPIB695	Introduction to R for Health Data Analysis	
IIC. Dissertation Credits ²		12
EPIB899	Doctoral Dissertation Research ²	
Total Credits		60

¹ With advisement, students will be able to choose elective courses (15 credits) both within and outside of EPIB (MATH, JPSM, CMSC, UMSOM).

² Students are also required to complete 12 dissertation credits after passing the Comprehensive Exam.

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.

I. Students entering with a relevant master's degree:

First Year			
First Semester	Credits	Second Semester	Credits
STAT700		3 STAT701	3
EPIB652		3 EPIB680	3
EPIB610		3 SPHL600	3
		9	9
Second Year			
First Semester	Credits	Second Semester	Credits
EPIB655		3 EPIB653	3
ELECTIVE		3 ELECTIVE	3

ELECTIVE	3 EPIB898	3
	9	9

Total Credits 36

Take Comprehensive Exam at the end of Year 2

Years 3 to 4: Take 12 dissertation credits.

II. Students entering without relevant master's degree:

First Year

First Semester	Credits	Second Semester	Credits
EPIB650		3 EPIB651	3
EPIB610		3 EPIB680	3
EPIB697		3 SPHL600	3
		9	9

Second Year

First Semester	Credits	Second Semester	Credits
STAT700		3 STAT701	3
EPIB652		3 EPIB653	3
EPIB655		3 ELECTIVE	3
		9	9

Total Credits 36

Take the Comprehensive Exam at the end of Year 2

Years 3 to 5: Take 4 elective courses (12 credits) and 12 dissertation credits

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

Learning Outcomes

Understand theoretical foundations of biostatistical methods (EPIB650/651, EPIB680, STAT700/701)

Critically review scientific literature and evaluate appropriateness of the statistical methods and applications (EPIB650/651/652/653/655)

Conduct advanced statistical inferences that are appropriate to specific study designs and data structures (EPIB610/611/650/651/652/653/655)

Develop novel statistical methodology applicable to public health and biomedical research (EPIB899)

Demonstrate skills in public health data management (EPIB697)

Effectively communicate results of statistical analyses to lay and professional audiences (EPIB610/611/650/651/652/653/655)

Develop methodological manuscripts for publication in peer-reviewed statistical or biostatistical journals (EPIB899)

Prepare written reports of statistical analyses for journal publication, grant applications, and review by regulatory agencies (EPIB650/651/652/653/655)

New Program Information**Mission and Purpose**

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

Biostatistics is one of the core disciplines in public health that teaches students methods for collecting, analyzing, and interpreting scientific data collected in public health and medical research. The Council for Education on Public Health (CEPH) requires public health students to have a foundational knowledge in Biostatistics. For this reason, all public health students are required to complete coursework in Biostatistics, and all top-tier Schools of Public Health (SPH) accredited by CEPH have a doctoral program in Biostatistics. UMD-SPH currently has a Masters of Public Health (MPH) in Biostatistics but does not have a PhD program. This lack of doctoral degree program in Biostatistics has been negatively impacting the school and the department of Epidemiology and Biostatistics (EPIB) in terms of i) attracting high caliber faculties, ii) obtaining large federal training grants, and iii) national ranking of UMD-SPH as it is customary for top tier schools to have a doctoral degree program in Biostatistics. Thus, there is an urgent need to add a PhD program to the existing MPH in Biostatistics offered through EPIB.

The PhD in Biostatistics program is designed for students with a strong quantitative background and a research interest in public health or medical field. The program emphasizes biostatistical methodology as well as its application so that students are prepared to serve as the lead biostatistician in public health and medical research; lead biostatistical design and analysis of data from epidemiological studies; and develop biostatistical methods. Technological advances in recent years have generated a large amount of health-related data (e.g. high throughput omics, imaging and electronic health records data, etc.). The field of biostatistics has developed novel methods for analysis of these data and has become an indispensable tool in improving health and reducing illness. Currently, there is a great demand for biostatisticians with advanced training in biostatistical, computational and machine learning methods to process, analyze and gain insights from these big health data. The PhD in Biostatistics will provide students relevant training through advanced course work, research, analysis, and an opportunity to participate as a student collaborator in ongoing studies. As the University of Maryland continues to maintain a world-class capacity to support ground-breaking research that address

the most pressing challenges of our time and uses its research strengths to improve the quality of life in Maryland, training the next-generation of researchers in biostatistics that will support the cutting edge public health and medical research at College Park Campus, is a priority.

We plan to admit 2-4 doctoral students each year. The primary purpose of this program is to offer students a broad, interdisciplinary education that will provide 1) advanced training in biostatistical modeling, health data computing and health data science; 2) practical training through research opportunities at research centers and institutes in UMD and other cooperative institutions; 3) foster statistical thinking and enhanced health data science skills necessary for future careers in academia, pharmaceutical and biotechnological industry, government agencies, and other healthcare and public health administration professional organizations.

The proposed PhD in Biostatistics program closely aligns with the University mission for graduate education and directly addresses the UMD's goal to:

1. Develop a PhD program that will be recognized internationally for their research excellence, training and mentoring the next generation of scholars.
2. Improve our underlying infrastructure for the recruitment, admission, support and placement of outstanding graduate students.
3. Expand the diversity of graduate students through collaborations with University System of Maryland and national and international partners.
4. Expand graduate students' opportunities to study and conduct research at national and international partner institutions and increase collaborations between UMD and top research universities worldwide.
5. Continue to facilitate partnership between UMD and UMB to encourage rich opportunities in graduate education.

The proposed PhD in Biostatistics program closely aligns with the School of Public Health Strategic Plan in two ways:

1. Develop and mentor the next generation of public health leaders.
2. Lead and translate innovative research into real world public health solutions.

The proposed PhD program in Biostatistics will help us train the next generation of scholars and public health leaders in health data analysis, to bolster a research environment in health data science that will ultimately provide solutions to real world public health problems. This program will catalyze the data science initiative at the University level and within the School of Public Health. It aligns well with the school's strategic plan 2024-2030 to pursue innovation in teaching and research, fosters collaboration across disciplines and SPH stakeholders.

Historical Perspective: Schools of Public Health typically have a separate department of Epidemiology and Biostatistics while others have the two units combined under a single department, like EPIB within UMD School of Public Health. EPIB offers MPH and PhD in epidemiology, and MPH in biostatistics. Currently, there is a PhD program in statistics with a concentration in Biostatistics & Bioinformatics (STAT-BB for short) that is administered by the Department of Mathematics. STAT-BB has been operational since 2017 and EPIB faculties have served as co-advisors to STAT-BB students. However, this does not address the needs of SPH, and EPIB in particular:

1. STAT-BB is not a stand-alone program, but a concentration within STAT program. Therefore, STAT-BB students have to fulfill the degree requirements of the Department of Mathematics, and have no room to take courses in biostatistics, and epidemiology that are grounded in fundamental public health knowledge. As such, they do not participate in wider public health research activities within UMD-SPH, and do not go on to work in the public health field.
2. STAT-BB curriculum is grounded in classic statistical theory and does not include training in public health big data with high dimensionality, complex correlation structures and potentially non-linear relationships that are at the vanguard of public health research today.
3. Applicants in the STAT-BB program are not interested in public health research, while prospective students with strong interest in public health and interest in working with our faculty do not want to apply to the STAT-BB program.

In summary, with the explosion of various types of big health data, there is a strong need to train the next generation of scholars in public health data research with strong analytical skills. The proposed PhD in Biostatistics program serves for this purpose and aligns well with the University's mission for graduate education and School of Public Health's strategic plans.

Program Characteristics

What are the educational objectives of the program?

The primary educational objective of the program is to train the next generation of scholars in Biostatistics and health data science with enhanced public health data analysis skills necessary for future careers in academia, industry, government and other health related professional organizations.

For more specific educational objectives, please refer to the Learning Outcomes listed above.

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

The selective admission policy or special criteria for students interested in PhD in Biostatistics include:

- Applicants must hold an undergraduate degree from an accredited institution of higher education, exhibiting a strong background in mathematics.
- A GPA of 3.0 or higher from an accredited college is required. All applicants are required to submit current GRE scores (within five years of matriculation date).
- Applicants need to show strong quantitative background and their motivation to perform public health related research.

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.).

Several factors were considered when developing the curriculum:

1. Informed by departmental self study: As a part of departmental self study, an external team of national and international experts visited EPIB in November 2023 for two days and held discussions with current and former students, faculties, staff, SPH leadership, and the Graduate School Dean. The self-study report clearly identified lack of PhD program in Biostatistics as a major weakness of the Department that needed to be addressed.

2. Foundation of public health: Biostatistics is a core discipline in public health, a PhD program in biostatistics will enhance both teaching and research activities at UMD-SPH -
 - a. Every single Public Health student in the country is required to take a Biostatistics course.
 - b. All public health researchers rely on biostatisticians for analysis and interpretation of their research data.
3. Enhance the national profile of UMD School of Public Health: Every single top tiered school of public health offers PhD in Biostatistics. A doctoral program in Biostatistics will help UMD-SPH strengthen its national standing among other peer institutions.
4. Enhance training opportunities through large public health training grants: UMD-SPH is in need of large NIH training grants in public health to support graduate students in all of its five departments. However, the lack of a doctoral program in one of the core disciplines of public health field is regarded negatively by the reviewers, and counts against applications from UMD-SPH. Successful launch of a PhD program in Biostatistics will address this issue.
5. Focused on application: The proposed PhD in Biostatistics will focus on application of statistics on public health and medicine. In addition to taking courses in theoretical statistics (e.g. linear model, mathematical statistics), and wide variety of applied biostatistics courses (applied regression, categorical data analysis, longitudinal data analysis, survival data analysis, etc.), doctoral students in Biostatistics will also take fundamental courses in epidemiology. This will uniquely prepare students to apply their knowledge in statistics to solve complex real world problems in public health and medicine.
6. Big data in public health and medicine: This curriculum also includes introductory and advanced data science courses (e.g. Statistical learning for Public Health Research, Statistical computing using R and Python) as well as a wide range of health data related electives (high-throughput data analysis, health survey data analysis, electronic health record (EHR) data analysis, machine learning in public health) courses for the analysis of specific big health data.
7. Electives cross-school and cross-institutions: The curriculum also includes electives from other departments on campus (MATH, JPSM, CMSC) and at UMSOM that students can select based on their interest.

Select the academic calendar type for this program (calendar types with dates can be found on the Academic Calendar). Please click on the help bubble for more specific information.

Traditional Semester

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

Because Schools of Public Health traditionally focus upon the application of research, many first generation and/or diverse students gravitate toward fields in which there exists a strong expectation that their careers will broadly impact population health both locally and abroad. This is evidenced by School of Public Health's (SPH) rich tradition of retaining and graduating a diverse undergraduate student body. Currently, 27% of SPH students are Black and 17% are Hispanic, both significantly exceeding the University averages and directly contributing to the diversity goals defined within the University of Maryland and School of Public Health strategic plans.

The PhD program in Biostatistics will leverage the existing approach that UMD-SPH is currently using to recruit the most diverse student body in College Park Campus. These will include EPIB participating in the annual career fair of HBCUs such as Bowie State, Morgan State, Coppin State, and UMD Eastern Shore. Director of Graduate Studies will contact the organizers of the spring career fairs at each of the four HBCUs and register to reserve a table for EPIB. On the day of career fair event, EPIB Director of Graduate Studies along with a student volunteer will attend the career fair with printed communication materials and EPIB giveaways including departmental notepads, brochures, pens etc to talk with graduating seniors about EPIB graduate programs including PhD in Biostatistics. They will answer any questions, provide examples of jobs held by recent EPIB graduates, and encourage students to apply to our Biostatistics program. In addition, we will also recruit students from SPH's undergraduate program in Public Health Science (PHSC) that boasts the most diverse student body on College Park Campus.

Relationship to Other Units or Institutions

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

All core courses (except for STAT700/701) and a majority of elective courses in the curriculum of the program are offered by EPIB department. The Department of Mathematics (CMNS) will offer STAT700/701 Mathematical Statistics I/II series as part of the core course, which is an existing graduate level course that introduces mathematical statistics at a theoretical graduate level, and is required for all STAT master and PhD students. These courses are undersubscribed and will be able to accommodate few (<5) doctoral students (See attached LOS from the Chair of Math Department). For instance, STAT700 had 12 students enrolled with 13 open seats in Fall 2023. Likewise, STAT701 had 5 students enrolled and 15 seats open in Spring 2024.

Due to the inherently interdisciplinary nature of Biostatistics research, additional elective courses with advisement are included from other departments (MATH (CMNS), CMSC (CMNS), JPSM (BSOS), UMSOM). Since we do not anticipate more than 2-4 doctoral students each year, and these students will have 23 elective courses to choose from (most of them offered by EPIB), their overall impact on the aforementioned departments will be minimal. As such, permission to enroll on those courses will be sought directly from the respective program directors and course instructors.

As there is no existing PhD in Biostatistics programs in the campus, there is no overlap of the contents with existing programs. Taken together, the establishment of the new doctoral program in Biostatistics will have a minimum impact on other departments and colleges, and will have no significant overlap with existing programs.

Please see Appendix B for the supporting letter from Dr. Doron Levy, Professor and Chair of the Department of Mathematics.

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.

Graduate programs within the School of Public Health are accredited by the Council on Education for Public Health (CEPH).

No specific licenses or certifications are required to engage in or be successful in the program's target occupations.

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

SPH and EPIB are now in close collaboration with the University of Maryland Institute for Health Computing (IHC). IHC is a computationally empowered life science research initiative to improve the well-being and health of citizens in Maryland and beyond, co-led by the University of Maryland, College Park and the University of Maryland, Baltimore. IHC has rich health data and many ongoing research projects and will provide the students of the new program with research opportunities and gain data analysis experience in solving real world problems. IHC will also offer graduate research assistantship to support students involved in research.

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. Please click on the help bubble for a template to use for adding faculty information.

The PhD in Biostatistics program will be led by the Department of Epidemiology and Biostatistics within the School of Public Health.

Please see Appendix C for the faculty information.

Indicate who will provide the administrative coordination for the program

Dr. Jamie Trevitt, Director of Graduate Studies

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.

Please see Appendix D.

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

Currently EPIB is assigned 3,000 SF of space in the Atlantic Building and SPH. This includes 22 offices, meeting room, and conference room. EPIB courses are held in state of the art classrooms that are located across the campus. In the Fall of 2028, EPIB is expected to move into the new Human Sciences Complex (Cole facility) along with the Dean's office, Department of Kinesiology, Department of Global Environmental and Occupational Health, Center for Healthy Families, and Academy of Innovation and Entrepreneurship. The Human Sciences Complex will provide valuable research and clinic space for researchers to respond to current and future public health needs and enhance UMD's ability to secure sponsored research funding. It will comprise research laboratories (wet/bench labs and dry/computational labs), faculty offices, meeting and collaboration spaces.

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 new instructional resources required for the PhD in Biostatistics are listed below.

Core courses:

EPIB680: Linear model (3 credits)

Elective courses:

EPIB681: Causal Inference (3 credits)

EPIB682: Statistical Learning for Health Data Analysis (3 credits)

EPIB683: High-throughput Data Analysis (3 credits)

EPIB684: Electronic Health Record Data Analysis (3 credits)

The new courses will be covered by existing faculties.

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

Because every single faculties in the school of public health and their doctoral students rely on biostatistics based method to analyze/interpret their data, and biostatistics students will have the required skill sets to perform these analysis, it is anticipated that the PhD program in Biostatistics will set in motion an unprecedented level of collaborations across departments within the SPH. It will become model for an educational future in which students increasingly seek scholarly endeavors crossing traditional academic boundaries. It is also understood that success will be dependent upon an infrastructure emphasizing adequate resources, transparency, collaboration, clear governance procedures, incentives and sustainable investment, both financially and educationally. Finally, it is critical that faculty stability is supported within EPIB to ensure high-quality teaching and faculty-mentored doctoral research.

Administrative Resources

The Biostatistics doctoral program will be led by the Department of Epidemiology and Biostatistics (EPIB). Educational decisions including curriculum oversight, pedagogical considerations, learning outcome assessment, mentoring, and internships, will be made by EPIB based upon advisory input from the EPIB Executive Committee, and EPIB Curriculum Committee composed of both Biostatistics and Epidemiology faculty members. Additional representation will include the Graduate Programs in Public Health Committee, the SPHL Assistant Dean for Graduate Affairs, and the SPHL Director of Graduate Student Services. The committee will be chaired by the Director of Graduate Studies (DGS). The EPIB-DGS is a position that already exists within the department and will be responsible for day-to-day operations.

Doctoral students within EPIB are officially assigned faculty advisors by the DGS, based on matching research interest, and faculty's willingness to admit, mentor, and support a student for the duration of their doctoral studies. As such, advisors play a critical role in advising and supporting students in supplementing the Biostatistics curriculum through mentored research experiences. Since each individual faculty member will be directly advising their doctoral student, there is no need for a separate personnel to perform this duty. To ensure the doctoral students receive adequate mentoring, each faculty member in EPIB typically advises 2-4 doctoral students at any given time.

Budget Administration

EPIB Business Manager will oversee the budget administration, ensuring that adequate courses and seats are available, that faculty resources are dedicated to the graduate teaching and research opportunities related to the field of biostatistics, and that excellent academic rigor is implemented and maintained. An annual operating budget will be established between the SPH Dean the Provost. The initial agreement will be for a 3-year period and thereafter will be renewed every 5 years. Review of the 5-year agreements will occur in the 4th year of each cycle. In this manner, the program will be assured of financial stability leading to reliable planning for instructors and staff.

Initially, EPIB will carry out a yearly review of the program and generate a report for the Dean and the Provost. The report should include a review of learning outcomes assessment, enrollment trends, retention, graduation, employment, general outcomes of course evaluations, updates on collaborations, opportunities and challenges for the program.

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

Please see Appendix E.

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. Please click on the help bubble for more specific information.

The doctoral program in Biostatistics prepares students for processing, analyzing and gaining insights from health data to promote public health by relevant training through advanced course work, research, analysis, and collaboration. Biostatistics is a highly attractive and developing area that has the potential to reduce costs of treatment, predict outbreaks of epidemics, avoid preventable diseases, improve the quality of life, and transform health care worldwide. Currently our healthcare system is generating massive amount of health data and public health agencies including Maryland Department of Health, County Health Departments, healthcare industry, nonprofits, and policymakers are desperately looking for experts who can analyze this massive amount of data to inform decision making and protect the health and wellbeing of Marylanders. The unprecedented workforce demand for biostatisticians is best exemplified by the fact that a typical assistant professor candidate in the public health field must have 2-5 years of postdoctoral training after completing their doctoral degree, while an assistant professor candidate in biostatistics can land a faculty job with 0 years of postdoctoral training (straight out of graduate school). So, there is a compelling regional, and national need for the program. In fact, graduates with a degree in biostatistics have, by far, the best job perspective.

As the University of Maryland strives to maintain world-class capacity to support ground-breaking research that addresses the most pressing challenges globally and leverages research strengths to improve the quality of life in Maryland, doctoral students in biostatistics can contribute to these research activities and help develop creative solutions ranging from enhancing public health preparedness for the next pandemics to addressing the public health impact of climate change. We currently are experiencing health issues related to clean air and water, maternal and child healthcare, lack of access to affordable healthcare in both urban and rural areas, health literacy, health communication, political instability, a widening socio-economic gap between the rich and poor, social and racial inequities, a high unemployment rate, and climate-related disasters, all of which disproportionately impact population health and point directly to a compelling need in the region and state. There is immediate impetus to utilize big health data and modern statistical and AI techniques to solve these health issues.

Additionally, the EPIB department within the SPH has a long history of recruiting, retaining, and graduating minority and first-generation students. We are a large school, 55% nonwhite, and contribute substantially to the Maryland State Plan for Post-Secondary Education through increased access and co-curricular programs designed to further diversify the public health workforce.

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.) Please click on the help bubble for specific resources for finding this information.

The PhD in Biostatistics program fosters students' statistical thinking and enhanced data science skill sets necessary for future careers in academia, pharmaceutical and biotechnological industry, government agencies, and other healthcare and public health administration professional organizations. Examples may include faculty in universities, statisticians or biostatisticians in government agencies and pharmaceutical companies, data scientists in technology companies.

Statisticians, Biostatisticians and Data scientists are among the fastest growing jobs according to <https://www.bls.gov/ooh/fastest-growing.htm>. According to the Department of Labor statistics the job prospects for biostatisticians are slated to grow 30% from 2022 to 2032 with median annual salaries of \$99,960 (in 2022 dollars) [1, 2]. During the next decade, an average of 10,600 biostatistician openings are projected annually. These rapid rates of job growth, which are significantly faster than average for all occupations, are due to retiring of a large proportion of current biostatisticians as well as changes in the public health work force after COVID-19 pandemic. These national trends [3] highlight the urgency needed to train biostatisticians to work at state and local governmental public health agencies. The current workforce shrinkage 'has the potential to jeopardize the safety, security, and economic prosperity of the US' (p.346).[4]

[1] Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Epidemiologists, at <https://www.bls.gov/ooh/life-physical-and-social-science/epidemiologists.htm> (visited August 24, 2023).

[2] Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Mathematicians and Statisticians, at <https://www.bls.gov/ooh/math/mathematicians-and-statisticians.htm> (visited October 05, 2023).

[3] Robins M, Leider JP, Schaffer K, Gambatese M, Allen E, Hare Bork R. PH WINS 2021 methodology report. J Public Health Manag Pract. 2023;29(Suppl 1):S35-44.

[4] Leider JP, Castrucci BC, Robins M, Hare Bork R, Fraser MR, Savoia E, Piltch-Loeb R, Koh HK. The Exodus Of State And Local Public Health Employees: Separations Started Before And Continued Throughout COVID-19. Health Aff (Millwood). 2023 Mar;42(3):338-348. "

At steady state, EPIB estimates that the PhD in Biostatistics program will enroll approximately 2-4 students per year within the first three years of the program. Following this time period and contingent upon student interest, the department intends to grow the program 4-6 students per year. At a steady state, this translates into ~20-25 doctoral students at a given time, with 4-6 doctoral students graduating every year. This number is comparable to other programs with similar size, as shown in Appendix F.

Identify similar programs in the state. Discuss any differences between the proposed program and existing programs. Explain how your program will not result in an unreasonable duplication of an existing program (you can base this argument on program differences or market demand for graduates). The MHEC website can be used to find academic programs operating in the state. Please click on the help bubble for specific information on finding similar programs within the state.

There is no PhD in Biostatistics or similar programs in the public institutions in the State. The only existing program in Maryland is the PhD in Biostatistics offered at the Johns Hopkins University, a private institution.

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 Historically Black Institutions within the state of Maryland that offer a PhD in Biostatistics program and it appears unlikely that the proposed program would adversely affect any existing programs and/or the uniqueness and identity of a Maryland HBI.

Supporting Documents

Attachments

Appendix B - Supporting Letter.pdf

Appendix C - Faculty Information.pdf

Appendix D - Library Assessment.pdf

Appendix A - Plan for Assessing Learning Outcomes.pdf

Appendix E - PhD Biostatistics-Financial Table-080124.xlsx

Appendix F Program Enrollments from Other Universities.pdf

Key: 955

Plan for Assessing Learning Outcomes – PhD in Biostatistics

Annual Progress Review Meeting

Annually and prior to May 1st, each student will be required to meet with his or her advisor and the Biostatistics faculty, if desired, to report on their progress in the prior year and to receive direction regarding the upcoming academic year. Students will be required to provide (a) a completed Student Degree Progress Report to include learning outcomes mastery progress and (b) an unofficial transcript to faculty members a minimum of 5 working days prior to their annual progress meeting to provide faculty adequate time for review. At the annual progress review meeting, the student will provide a brief oral summary of the written assessment. The faculty and the student will discuss the student's strengths and weaknesses and jointly develop a detailed plan to address any weaknesses prior to the next annual progress meeting. At the conclusion of the annual progress review meeting, faculty will evaluate the student's accomplishments and determine if the student is making satisfactory progress toward the final degree. If the progress is deemed unsatisfactory, the primary advisor will provide the student specific guidelines for improvement, and ask the advisee to prepare a plan and timeline to return to satisfactory progress. Failure to meet satisfactory progress requirements in two consecutive years may lead to termination. The student's Progress to Degree Report requires review by the Director of Graduate Studies. Copies of the report will be given to the student, and kept on file by the department.

Program Milestones

Program of Study (Milestone 1)

The Program of Study is a formal plan which incorporates courses, research, and other experiences significant to the culture of scholarship. Program of Study approval represents Milestone 1 in the Ph.D. program and is a formal plan that lists courses and research experiences that meet the requirements of the Ph.D. degree. Coursework and research plan components of the Program of Study are approved in one inclusive committee meeting.

Comprehensive Exam (Milestone 2)

Successful completion of the written Comprehensive Exam represents a major accomplishment in the Ph.D. program. As such, this examination represents an opportunity to assess whether the student can demonstrate the necessary knowledge and ability to successfully pursue creative, independent research that will advance the body of knowledge. The examination is not simply a retesting of course content. Instead, the Comprehensive Exam assesses the student's ability to integrate learning outcomes and independent research in biostatistical methods. At the end of the second year, the student may take the Comprehensive Exam provided that they have- (a) completed all required core courses, (b) completed a minimum of 70% of the elective courses proposed in the Program of Study (exclusive of dissertation credits), and (c) received approval from their advisor. If a student entering the Ph.D. program already has a Master's degree in Biostatistics, they may request to take the Comprehensive Exam earlier with advisor approval, provided they meet the criteria outlined above. Successful completion of the Comprehensive Exam indicates that the student is ready to begin writing the doctoral dissertation.

Dissertation Proposal Defense/Advance to Candidacy (Milestone 3)

Upon successful completion of Comprehensive Exam (Milestone 2), the student proceeds to write their dissertation proposal. The dissertation is the culminating experience in the doctoral program. It reflects the candidate's ability to conduct original, independent research that will expand the body of knowledge in the specialization. The dissertation topic must be consistent with the student's Program of Study. Research skills necessary to complete the dissertation are developed gradually throughout the curriculum as documented in the Program of Study. Once the dissertation proposal is approved by the faculty advisor, the student will formally defend the proposal in front of the committee members. Upon successful completion of the dissertation proposal, the student will advance to candidacy and formally become a doctoral candidate.

Dissertation Defense (Milestone 4)

Ph.D. candidates will work closely with their advisor to complete the dissertation and prepare for the oral dissertation defense. The dissertation must meet the standards and expectations established by the advisor prior to distribution to the Dissertation Defense (Oral Examination) Committee. Although the Dissertation Defense is an open meeting primarily concerned with the oral examination of the dissertation, committee members may question the candidate on any aspect of the degree.



UNIVERSITY OF
MARYLAND

DEPARTMENT OF MATHEMATICS
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April 6, 2024

Amir Sapkota, PhD
Professor and Chair
Department of Epidemiology and Biostatistics
University of Maryland School of Public Health

Dear Prof. Sapkota,

I am writing to express the strong support of the Department of Mathematics for your proposal for a new PhD program in Biostatistics.

The program's core courses include STAT700/701, Mathematical Statistics I/II. These two graduate-level courses are offered by the Department of Mathematics. The proposed program's elective courses include STAT650, Applied Stochastic Processes, and STAT705, Computational Statistics. We are happy to support the anticipated increased enrollments in these courses and do not require additional resources to do so.

This new PhD degree program, is integral part of the core mission of the School of Public Health. Such a program is offered by most leading research universities and it is long overdue in our institution.

Sincerely,

A handwritten signature in blue ink, reading "Doron Levy".

Doron Levy
Distinguished Scholar-Teacher
Professor and Chair, Department of Mathematics

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
Xin He	PhD, Statistics, University of Missouri	Associate Professor and Associate Chair	EPIB650, 651, 653, 655
Mei-Ling Ting Lee	PhD, Mathematics/Statistics, University of Pittsburgh	Professor	EPIB651, 653, 654, 788
Yan Li	PhD, Survey Methodology, University of Maryland	Professor	EPIB650, 660
Menglu Liang	PhD, Biostatistics, Pennsylvania State University	Assistant Clinical Professor	EPIB650, 651, 697
Huang Lin	PhD, Biostatistics, University of Pittsburgh	Assistant Professor	EPIB650
Tianzhou Ma	PhD, Biostatistics, University of Pittsburgh	Assistant Professor	EPIB652, 661, 664
Jamie L. Trevitt	PhD, Public Health, Johns Hopkins University	Assistant Clinical Professor and Director of Graduate Studies	SPHL602, 603
Cher Dallal	PhD, Epidemiology, University of Pittsburgh	Associate Professor	EPIB611
Typhanye Vielka Dyer	PhD, Public Health, University of California Los Angeles	Associate Professor	SPHL602, EPIB788
Hongjie Liu	PhD, Epidemiology, University of California Los Angeles	Professor	EPIB612, 740, 788
Quynh Nguyen	PhD, Epidemiology, University of North Carolina	Associate Professor	EPIB633
Thu Nguyen	ScD, Social Epidemiology, Harvard University	Associate Professor	EPIB637, 622
Amir Sapkota	PhD, Environmental Health Sciences, Johns Hopkins University	Professor and Chair	EPIB788
Edmond D	ScD, Epidemiology and	Professor	EPIB610, 612

Shenassa	Maternal and Child Health, Harvard University		
Shuo Chen	PhD, Biostatistics, Emory University	Professor (UMB Affiliated)	
Chixiang Chen	PhD, Biostatistics, Pennsylvania State University	Assistant Professor (UMB Affiliated)	
Yulei He	PhD, Biostatistics, University of Michigan	Adjunct faculty (NCHS/CDC Branch Chief)	EPIB56, 664



UNIVERSITY LIBRARIES

Daniel Mack
Associate Dean of Libraries
University of Maryland Libraries
4119C McKeldin Library
7649 Library Lane, College Park, MD 20742-7011
301-405-9264 | dmack@umd.edu

DATE: April 1st, 2024

TO: Dr. Amir Sapkota
Professor and Chair, Department of Epidemiology and Biostatistics, School of Public Health

CC: Daniel Mack, Associate Dean, Collection Strategies & Services, UMD Libraries
Kapil Vasudev, Acting Head of Collection Development Strategies, UMD Libraries

FROM: Nedelina Tchangalova, Public Health Librarian, UMD Libraries

RE: Library Resources to Support New PhD Program in Biostatistics

We are providing this assessment in response to a proposal by the Department of Epidemiology and Biostatistics in the School of Public Health at the University of Maryland in College Park to create a new PhD program in biostatistics. The Department asked that we at the University of Maryland Libraries assess our collection resources to determine how well the Libraries support the curriculum of this proposed program.

The University of Maryland (UMD) Libraries' mission is to "steward and provide access to diverse collections and preserve the knowledge and history of the university," as well as to "offer inclusive services and innovative technologies for learning, study, and collaboration." Currently, they support undergraduate and graduate students in a variety of face-to-face, online, and distance learning programs and faculty working collaboratively with internal and external partners. The UMD Libraries' collections will adequately support the instruction and research needs of the newly proposed PhD program in biostatistics.

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

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

¹ Big Ten Academic Alliance (BTAA) - <https://www.btaa.org/library/libraries>

² HathiTrust - <http://www.hathitrust.org/>

³ University System of Maryland and Affiliated Institutions (USMAI) - <https://usmai.org/>

Public Health Science Library Collections at UMD

McKeldin Library supports undergraduate and graduate students in SPH and houses most of the monographs and serials on public health in general and epidemiology and biostatistics in particular. A significant portion of these collections is electronically accessible, both on and off campus, and therefore is not location dependent.

1. Monographs

The Libraries' current collection of books related to epidemiology and biostatistics is sufficient to meet the needs of the school. The Libraries regularly acquire scholarly monographs in epidemiology, biostatistics, and allied subject disciplines. Monographs not already part of the collection can usually be added upon request.

A search of the University of Maryland Libraries' WorldCat UMD catalog was conducted using a variety of relevant subject terms. This investigation yielded sizable lists of citations of books that we own (e.g., searching with "epidemiology" yielded more than 2,700 books, "epidemiologic methods" – 431 books, and "biostatistics" – 510 books). A further search revealed that the Libraries' BTAA membership dramatically increases these holdings and citations (e.g., searching with "epidemiology" yielded more than 3,300,000 books, "epidemiologic methods" – 1,100 books, and "biostatistics" – 361,000 books). As with our own materials, students can request that chapters be copied from these BTAA books if the books are not available electronically.

At this time, UMD Libraries have access to several multidisciplinary eBook collections related to epidemiology and biostatistics, not only locally but globally as well, including *Credo Reference*, the *EBSCO eBook collection*, the *Gale Virtual Reference Library*, *ProQuest eBook Central*, *Springer eBooks*, *World Scientific eBooks*, and more.

2. Serial Publications

The UMD Libraries currently subscribe to a large number of scholarly journals—almost all in online format—that focus on epidemiology and biostatistics.

The Libraries subscribe to some of the top-ranked journals listed in public health-related subject categories in the following editions of the *Journal Citation Reports (JCR)*:⁴

- *Science Citation Index Expanded* (Mathematical & Computational Biology; Statistics & Probability)
- *Emerging Sources Citation Index* (Public, Environmental & Occupational Health)

While other aspects of epidemiology and biostatistics do not fall as neatly into a JCR-specified category, the UMD Libraries provide access to numerous highly ranked journals from cross-sections of the JCR categories of *Behavioral Sciences*, *Biology*, *Environmental Sciences*, *Family Studies*, *Food Science & Technology*, and *Infectious Diseases*, as well as the majority of top ten ranked journals from all science and engineering disciplines.

Relevant epidemiology and biostatistics-related titles, available online, include:

- *The American Statistician* (ISSN: 1537-2731)

⁴ *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.

- *Bioinformatics* (ISSN: 1367-4811)
- *Biometrics* (ISSN: 1541-0420)
- *Biometrika* (ISSN: 1464-3510)
- *Biostatistics* (ISSN: 1468-4357)
- *The International Journal of Biostatistics* (ISSN: 1557-4679)
- *Journal of Biopharmaceutical Statistics* (ISSN: 1520-5711)
- *Statistics in Medicine* (ISSN: 1097-0258)
- *American Journal of Epidemiology* (ISSN: 1476-6256)
- *Epidemiologic Reviews* (ISSN: 1478-6729)
- *Epidemiology* (ISSN: 1531-5487)
- *European Journal of Epidemiology* (ISSN: 1573-7284)
- *International Journal of Epidemiology* (ISSN: 1464-3685)

Articles in journals we do not own will likely be available through Interlibrary Loan/Document Delivery (See p. 4 below).

3. Databases

The Libraries' *Database Finder*⁵ resource offers online access to databases that provide indexing and access to scholarly journal articles and other information sources. Many of these databases cover subject areas that would be relevant to this proposed program, including the following:

- | | |
|---|--|
| • <i>Academic Search Ultimate</i> (EBSCOhost) | • <i>PubMed</i> (National Library of Medicine) |
| • <i>CINAHL</i> (EBSCOhost) | • <i>ScienceDirect</i> (Elsevier) |
| • <i>PsycINFO</i> (EBSCOhost) | • <i>Scopus</i> (Elsevier) |
| • <i>Public Health</i> (ProQuest) | • <i>Web of Science</i> (Clarivate) |

In many and likely in most cases, these databases offer full-text copies of the relevant journal articles. In those instances where the journal articles are available only in print format, the Libraries can make copies available to students through the Libraries' Interlibrary Loan service (Note: see p. 4 below).

Additional Materials and Resources

In addition to serials, monographs, and databases available through the University Libraries, students in the proposed program will have access to a wide range of media, datasets, software, and technology. Media in a variety of formats that can be utilized both on-site and via ELMS course media is available at McKeldin Library. Geographic Information Systems (GIS) Datasets are available through the GIS Data Repository, while statistical consulting and additional research support are available through the Research Commons,⁶ and technology support and services are available through the Terrapin Learning Commons.⁷

The subject specialist librarian for the discipline, Nedelina Tchangalova, nedelina@umd.edu, also serves as an important resource for programs such as the one proposed. Through departmental partnerships, subject specialists actively develop innovative services and materials that support the University's evolving academic programs and changing research interests. Subject specialists provide one-on-one research assistance online,

⁵ Database Finder - <http://www.lib.umd.edu/dbfinder>

⁶ Research Commons - <http://www.lib.umd.edu/rc>

⁷ Terrapin Learning Commons - <http://www.lib.umd.edu/tlc>

in person, or via the phone. They also provide information literacy instruction and can answer 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 country's finest libraries, archives, and research centers, vitally important for researchers in epidemiology and biostatistics. These include the Library of Congress, the National Archives, the National Library of Medicine, and the National Agricultural Library, to name just a few.

Interlibrary Loan Services

Through the UMD Libraries' membership in BTAA, our faculty and students can take advantage of several new material access options. The Libraries' participation in the *UBorrow*⁸ program allows rapid access to the collections of other Big Ten member libraries.

When resources are not part of our holdings within the sixteen USMAI libraries, the Interlibrary Loan⁹ unit can obtain materials from other libraries at no charge to the student or faculty. Most recent journal articles can be provided through electronic delivery, allowing students and faculty to make the most flexible use of their time.

An 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. If the requested article or chapter is not available on campus, the request will automatically be forwarded to the Interlibrary Loan service, which is free of charge.

Conclusions

With our substantial journal holdings and index databases, as well as additional support services and resources, the University of Maryland Libraries have resources to support teaching and learning in epidemiology and biostatistics. These materials are supplemented by a strong monograph collection. Additionally, the Libraries Scan & Deliver and Interlibrary Loan services make materials that otherwise would not be available online accessible to remote users in online courses. As a result, our assessment is that the University of Maryland Libraries are able to meet the curricular and research needs of the proposed PhD program in Biostatistics.

Statement from Associate Dean of Collections, UMD Libraries

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

Daniel C. Mack

⁸ Uborrow service - <http://www.btaa.org/library/reciprocal-borrowing/uborrow>

⁹ Interlibrary loan - <https://www.lib.umd.edu/find/ill>

Ph.D. in Biostatistics Financial Tables

Table 1: Resources					
Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	104756.46	106905.55	109119.12	109415.43	109720.63
2. Tuition/Fee Revenue (c+g below)	55100	72871	75057	77309	79628
a. #FT Students	3	4	4	4	4
b. Annual Tuition/Fee Rate	15649	16119	16602	17100	17613
c. Annual FT Revenue (a x b)	46948	64475	66409	68401	70453
d. # PT Students	1	1	1	1	1
e. Credit Hour Rate	510	525	541	557	573
f. Annual Credit Hours	16	16	16	16	16
g. Total Part Time Revenue (d x e x f)	8152	8397	8648	8908	9175
3. Grants, Contracts, & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	159856	179777	184177	186725	189349
Table 2: Expenditures					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	39900	54796	56440	58133	59877
a. #FTE	0.3	0.4	0.4	0.4	0.4
b. Total Salary	30000	41200	42436	43709	45020
c. Total Benefits	9900	13596	14004	14424	14857
2. Admin. Staff (b+c below)	9310	9589	9877	10173	10478
a. #FTE	0.1	0.1	0.1	0.1	0.1
b. Total Salary	7000	7210	7426	7649	7879
c. Total Benefits	2310	2379	2451	2524	2600
3. Total Support Staff (b+c below)	0	0	0	0	0
a. #FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Graduate Assistants (b+c)	95446	97316	99242	99242	99242
a. #FTE	2.0	2.0	2.0	2.0	2.0
b. Stipend	46862	48268	49716	49716	49716
c. Tuition Remission	33120	33120	33120	33120	33120
d. Benefits	15464	15928	16406	16406	16406
5. Equipment	0	0	0	0	0
6. Library	5000	5000	5000	5000	5000
7. New or Renovated Space	0	0	0	0	0
8. Other Expenses: Operational Expenses	5000	5000	5000	5000	5000
TOTAL (Add 1 - 8)	154656	171702	175559	177549	179598
Resources minus expenditures	5200	8075	8618	9176	9751

Program Enrollments from Other Universities

Table. Yearly new student enrollment in comparable Biostatistics programs

Institutions	MS	PhD
Pennsylvania State University	No data	~4
UMASS Amherst	No data	4 to 5
University of Florida	6-7 (on-campus)	8-9
University of Minnesota	~16	8-10
University of Illinois--Chicago	15-20	~5
University of Alabama	~12	~5
Drexel University	No data	1-2
Georgetown University	~15	No data
Case Western Reserve University	No data	4-6
Medical College of Wisconsin	No data	2-3
Indiana University School of Medicine	12-13	4-5
Michigan State University	~10	No data
Indiana University--Bloomington	No data	No data
University at Buffalo--SUNY	No data	4-5
Virginia Commonwealth University	No data	6-7
Temple University	3-4	No data
University of Miami	~20	7-8



PCC Proposal Establish a Master of Science in Biostatistics (Senate Document #24-25-14)

PRESENTED BY Wendy Stickle, Chair, Senate Programs, Curricula, and Courses Committee

REVIEW DATES SEC – October 15, 2024 | SENATE – November 6, 2024

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 School of Public Health's Department of Epidemiology and Biostatistics proposes to establish a Master of Science (M.S.) in Biostatistics. Biostatistics is one of the core disciplines in public health that teaches students analytical methods for collecting, analyzing, and interpreting scientific data collected in public health and medical research. This program addresses the growing demand for biostatisticians due to the explosion of health data and the need for experts who can analyze this data to inform public health decisions. Although the department already offers a Master of Public Health (MPH) in Biostatistics, the proposed M.S. in Biostatistics focuses on advanced biostatistical methodologies and public health data science for specialized careers and Ph.D. preparation, while the existing MPH in Biostatistics emphasizes broader public health applications with foundational biostatistical training.

The M.S. program is targeted toward students with strong backgrounds in mathematics and public health who are interested in advancing their careers in public health data science. The program's learning outcomes focus on mastering advanced biostatistical methods, public health data science, conducting and evaluating research, using statistical software for data management, and effectively communicating and reporting statistical results for academic and professional audiences. The program also provides students who are not able to finish the proposed Biostatistics Ph.D. program with an opportunity to earn a graduate degree in biostatistics.

The program requires a total of 43 credits, including 25 credits of core courses covering theoretical concepts in biostatistics, regression analysis, categorical data analysis, survival analysis, machine learning, data management, and epidemiology. Additionally, students complete 12 credits of electives in advanced topics like Bayesian data analysis and clinical trials. Students also complete 6 credits for the master's thesis.

No additional resources are requested as part of this proposal. The existing administrative and faculty resources that exist in the department are sufficient to offer this program.

The proposal was approved by the Graduate School PCC committee on September 27, 2024, and the Senate Programs, Curricula, and Courses committee on October 11, 2024.

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 October 11, 2024. Amir Sapkota, from the Department of Epidemiology and Biostatistics, and Jennifer Bachner, from the School of Public Health, presented the proposal and answered questions from the committee. The committee approved the proposal.

ALTERNATIVES

The Senate could decline to approve this new academic program.

RISKS

If the Senate declines to approve this new program, the university will lose an opportunity to leverage existing resources and faculty expertise to address a national need for experts in biostatistics.

FINANCIAL IMPLICATIONS

There are no significant financial implications with this proposal as current resources are sufficient to offer the program.

956: MS IN BIOSTATISTICS

In Workflow

1. D-EPIB Curriculum Manager (cdallal@umd.edu)
2. D-EPIB PCC Chair (cdallal@umd.edu)
3. D-EPIB Chair (amirsap@umd.edu)
4. SPHL Curriculum Manager (cgossett@umd.edu)
5. SPHL PCC Chair (cgossett@umd.edu)
6. SPHL Dean (lushniak@umd.edu; cgossett@umd.edu; jbachner@umd.edu)
7. Amir Sapkota (amirsap@umd.edu)
8. Academic Affairs Curriculum Manager (mcolson@umd.edu)
9. Graduate School Curriculum Manager (jfarman@umd.edu; rlong12@umd.edu)
10. Graduate PCC Chair (jfarman@umd.edu; rlong12@umd.edu)
11. Dean of the Graduate School (jfarman@umd.edu; sroth1@umd.edu)
12. Senate PCC Chair (mcolson@umd.edu; wstickle@umd.edu)
13. University Senate Chair (mcolson@umd.edu)
14. President (mcolson@umd.edu)
15. Board of Regents (mcolson@umd.edu)
16. MHEC (mcolson@umd.edu)
17. Provost Office (mcolson@umd.edu)
18. Graduate Catalog Manager (bhernand@umd.edu; fantsao@umd.edu)

Approval Path

1. Mon, 08 Apr 2024 17:02:43 GMT
Cher Dallal (cdallal): Approved for D-EPIB Curriculum Manager
2. Mon, 08 Apr 2024 17:05:01 GMT
Cher Dallal (cdallal): Approved for D-EPIB PCC Chair
3. Mon, 08 Apr 2024 18:38:50 GMT
Amir Sapkota (amirsap): Approved for D-EPIB Chair
4. Mon, 08 Apr 2024 18:39:22 GMT
Nicole Cousin-Gossett (cgossett): Approved for SPHL Curriculum Manager
5. Wed, 17 Apr 2024 21:31:27 GMT
Nicole Cousin-Gossett (cgossett): Approved for SPHL PCC Chair
6. Wed, 17 Apr 2024 21:31:42 GMT
Nicole Cousin-Gossett (cgossett): Approved for SPHL Dean
7. Fri, 09 Aug 2024 16:18:04 GMT
Amir Sapkota (amirsap): Approved for amirsap
8. Fri, 13 Sep 2024 21:10:40 GMT
Michael Colson (mcolson): Approved for Academic Affairs Curriculum Manager
9. Thu, 10 Oct 2024 20:09:33 GMT
Ryan Long (rlong12): Approved for Graduate School Curriculum Manager
10. Fri, 11 Oct 2024 01:20:31 GMT
Ryan Long (rlong12): Approved for Graduate PCC Chair
11. Fri, 11 Oct 2024 11:18:50 GMT
Stephen Roth (sroth1): Approved for Dean of the Graduate School
12. Fri, 11 Oct 2024 18:06:40 GMT
Wendy Stickle (wstickle): Approved for Senate PCC Chair

New Program Proposal

Date Submitted: Mon, 08 Apr 2024 16:42:48 GMT

Viewing: 956 : MS in Biostatistics

Last edit: Fri, 04 Oct 2024 19:35:59 GMT

Changes proposed by: Xin He (xinhe)

Program Name

MS in Biostatistics

Program Status

Proposed

Effective Term

Spring 2025

Catalog Year

2024-2025

Program Level

Graduate Program

Program Type

Master's

Delivery Method

On Campus

Departments**Department**

Epidemiology & Biostatistics

Colleges**College**

School of Public Health

Degree(s) Awarded**Degree Awarded**

Master of Science

Proposal Contact

Drs. Charles Ma and Xin He

Proposal Summary

Biostatistics is one of the core disciplines in public health that teaches students analytical methods for collecting, analyzing, and interpreting scientific data collected in public health and medical research. The Department of Epidemiology and Biostatistics (EPIB) is proposing a new MS in Biostatistics program. Unlike the existing MPH in Biostatistics program within EPIB, the new MS program puts more focus on advanced knowledge in biostatistical modeling and advanced data analysis skill sets. As such, it is considered a STEM program eligible for OPT extension, making it more attractive to international students. MS in Biostatistics will not only help EPIB recruit high caliber students into the program, but will also serve as backup degree option for PhD Biostatistics students who fail the departmental comprehensive exams. The curriculum includes core courses on applied biostatistics, a wide variety of introductory and advanced data science courses as electives for the analysis of specific big health data, and a master's thesis project that provides students with experience in biostatistical methodology development or collaborative experience in applied biostatistics. The proposed MS in Biostatistics program aims to train the next generation of leaders in health data science with enhanced public health data analysis skills necessary for future careers in academia, industry, government and other health related professional organizations, and to prepare students for future enrollment in top ranked Biostatistics PhD programs.

(PCC Log Number 23136)

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 MS in Biostatistics program is designed to equip students with the biostatistical and analytical skills necessary to interpret and conduct research in the public health, and biomedical fields. The program emphasizes biostatistical methodology as well as practice of biostatistics and data science in public health. It will address workforce shortage in the field of biostatistics while producing future leaders and scholars in public health and biomedical data science. This will be achieved through: 1) advanced training in biostatistical modeling, machine learning, big data computing, epidemiology

and public health data science, 2) experiential learning through research opportunities at research centers and institutes within UMD; 3) fostered biostatistical thinking and enhanced data science skills necessary for future careers in academia, pharmaceutical and biotechnological industry, government agencies, and other healthcare and public health administration professional organizations.

Catalog Program Requirements. Please click on the help bubble for more specific information about formatting requirements.

Summary of MS in Biostatistics Program Course Requirements

- Prerequisites/Admission requirement (preferred): Calculus (preferably 3 semesters including multivariable), Linear algebra
- All students are strongly encouraged to attend the biweekly seminar every semester.
- The total credits for MS in Biostatistics will be 43 credits (25 credits of core courses + 12 credits of electives + 6 thesis credits).

Course	Title	Credits
Core Courses		
EPIB650	Biostatistics I	3
EPIB651	Applied Regression Analysis	3
EPIB652	Categorical Data Analysis	3
EPIB653	Applied Survival Data Analysis	3
EPIB655	Longitudinal Data Analysis	3
EPIB667	Course EPIB667 Not Found (Applied Machine Learning with Python)	3
EPIB697	Public Health Data Management	3
EPIB610	Foundations of Epidemiology	3
SPHL601	Core Concepts in Public Health	1
Elective Courses ¹		12
EPIB611	Intermediate Epidemiology	
EPIB612	Epidemiologic Study Design	
EPIB633	Health Survey Design and Analysis	
EPIB635	Applied Multilevel Modeling in Health Research	
EPIB654	Clinical Trials: Design and Analysis	
EPIB656	Applied Bayesian Data Analysis	
EPIB657	Spatial Statistics for Public Health Data	
EPIB660	Analysis of National Health Survey Data	
EPIB661	Applied Multivariate Data Analysis	
EPIB664	Missing Data Analysis	
EPIB680	Course EPIB680 Not Found (Linear Model)	
EPIB681	Course EPIB681 Not Found (Causal Inference)	
EPIB682	Course EPIB682 Not Found (Statistical Learning for Health Data Analysis)	
EPIB683	Course EPIB683 Not Found (High-throughput Data Analysis)	
EPIB684	Course EPIB684 Not Found (Electronic Health Record Data Analysis)	
EPIB695	Introduction to R for Health Data Analysis	
Thesis Credits ²		6
EPIB799	Master's Thesis Research	
Total Credits		43

¹ With advisement, students will be able to choose elective courses both within and outside of EPIB (MATH, JPSM, CMSC, UMSOM).

² For more information, see the Graduate School policies on thesis requirements: <https://academiccatalog.umd.edu/graduate/policies/masters-degrees-policies/#masters-thesis-exam> and <https://academiccatalog.umd.edu/graduate/policies/masters-degrees-policies/#procedures-for-the-oral-examination>.

Sample plan. Provide a term by term sample plan that shows how a hypothetical student would progress through the program to completion. It should be clear the length of time it will take for a typical student to graduate. For undergraduate programs, this should be the four-year plan.

First Year				
First Semester	Credits	Second Semester	Credits	
EPIB650		3 EPIB651		3
EPIB610		3 EPIB653		3
EPIB697		3 ELECTIVE		3

EPIB667		3 SPHL601	1
		12	10
Second Year			
First Semester	Credits	Second Semester	Credits
EPIB652		3 EPIB799	6
EPIB655		3 ELECTIVE	3
ELECTIVE		3	
ELECTIVE		3	
		12	9
Total Credits 43			

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

Learning Outcomes

Understand the foundations of biostatistical methods (EPIB650/651)

Critically review scientific literature and evaluate the appropriateness of statistical methods and applications (EPIB650/651/652/653/655)

Conduct advanced statistical inferences that are appropriate to specific study designs and data structures (EPIB610/650/651/652/653/655)

Gain methodology research experience or collaborative experience in applied biostatistics (EPIB799)

Use statistical analytical software to perform advanced statistical procedures and demonstrate skills in public health data management (EPIB697)

Effectively communicate results of statistical analyses to lay and professional audiences (EPIB610/650/651/652/653/655)

Prepare written reports of statistical analyses for journal publication and review by regulatory agencies (EPIB650/651/652/653/655)

New Program Information

Mission and Purpose

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

Biostatistics is one of the core disciplines in public health that teaches students methods for collecting, analyzing, and interpreting scientific data collected in public health and medical research. The Council for Education on Public Health (CEPH) requires public health students to have a foundational knowledge in Biostatistics. For this reason, all public health students are required to complete coursework in Biostatistics. All top tiered Schools of Public Health (SPH) accredited by CEPH have MS and PhD in Biostatistics programs. UMD-SPH currently has a MPH in Biostatistics but does not have a MS program. MS in Biostatistics is a highly desirable program for several reasons.

1. MS in Biostatistics program puts more focus on methodological aspects of Biostatistics, advanced knowledge in biostatistical modeling and advanced data analysis skill sets that prepare graduates for careers in academia, government, industry or research institutions.
2. Unlike MPH in Biostatistics, MS in Biostatistics is considered a STEM (Science, Technology, Engineering, and Math) program. As such, international students graduating from this program (MS in Biostatistics) are eligible for Optional Practical Training (OPT) extension. This helps to attract more international students.
3. MS in Biostatistics will serve as a backup degree option for PhD Biostatistics students who fail the departmental comprehensive exams and cannot continue further.

The MS in Biostatistics program is designed to equip students with advanced statistical and analytical skills necessary to interpret and conduct research in the biomedical and public health fields. The program emphasizes biostatistical methodology as well as its application so that students are prepared to serve as the lead biostatistician in public health and medical research; lead biostatistical design and analysis of data from epidemiological studies; and develop biostatistical methods. Technological advances in recent years have generated a large amount of health-related data (e.g. high throughput omics, imaging and electronic health records data, etc.). The field of biostatistics has developed novel methods for analysis of these data and has become an indispensable tool in improving health and reducing illness. Currently, there is a great demand for biostatisticians with advanced training in biostatistical, computational and machine learning methods to process, analyze and gain insights from these big health data. The MS in Biostatistics will provide students relevant training through advanced course work, research, analysis, and an opportunity to participate as a student collaborator in ongoing studies. As the University of Maryland continues to maintain a world-class capacity to support ground-breaking research that address the most pressing challenges of our time and uses its research strengths to improve the quality of life in Maryland, training the next-generation of researchers in biostatistics that will support the cutting edge public health and medical research at College Park Campus, is a priority.

The program will provide students: a) advanced coursework in biostatistical modeling, health data computing and health data science; b) research experience and a thorough preparation for PhD in Biostatistics; c) statistical reasoning and enhanced health data science skills necessary for future careers in academia, research institutions, government agencies, pharmaceutical and biotechnological industries.

The proposed MS in Biostatistics program closely aligns with the University mission for graduate education and directly addresses the UMD's goal to:

1. Improve our underlying infrastructure for the recruitment, admission, support and placement of outstanding graduate students.
2. Expand the diversity of graduate students through collaborations with University System of Maryland and national and international partners.
3. Expand graduate students' opportunities to study and conduct research at national and international partner institutions and increase collaborations between UMD and top research universities worldwide.

4. Continue to facilitate partnership between UMD and UMB to encourage rich opportunities in graduate education.

Similarly, MS in Biostatistics program closely aligns with the School of Public Health Strategic Plan in two ways:

1. Develop and mentor the next generation of public health leaders,
2. Lead and translate innovative research into real world public health solutions.

The proposed MS program in Biostatistics will help us train the next generation of leaders in health data analysis, to bolster a research environment in health data science that will ultimately provide solutions to real world public health problems. This program will catalyze the data science initiative at the University level and within the School of Public Health.

In summary, with the explosion of various types of big health data, there is a strong need to train the next generation of scholars in health data research with strong analytical skills. The proposed MS in Biostatistics program serves for this purpose and aligns well with the University's mission for graduate education and School of Public Health's strategic plans.

Program Characteristics

What are the educational objectives of the program?

The primary educational objective of the program is to train the next generation of leaders in health data science with enhanced public health data analysis skills necessary for future careers in academia, industry, government and other health related professional organizations, and to prepare students for future enrollment in top ranked Biostatistics PhD programs.

For more specific educational objectives, please refer to the Learning Outcomes listed above.

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

The selective admission policy or special criteria for students interested in MS in Biostatistics include:

- Applicants must hold an undergraduate degree from an accredited institution of higher education, exhibiting a strong background in mathematics.
- A GPA of 3.0 or higher from an accredited college is required. All applicants are required to submit current GRE scores (within five years of matriculation date).

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.).

Several factors were considered when developing the curriculum:

1. Foundation of public health: Biostatistics is a core discipline in public health. Every single Public Health student in the country is required to take a Biostatistics courses, and all public health researchers rely on biostatisticians for analysis and interpretation of their research data. As such, an MS program in biostatistics will enhance both teaching and research activities at UMD-SPH -
2. Enhance the national profile of UMD School of Public Health: Every single top tiered school of public health offers MS in Biostatistics, which will help UMD-SPH strengthen its national standing among other peer institutions.
3. Focused on both methodology and application: As compared to MPH program, the proposed MS in Biostatistics will emphasize on biostatistical methodology as well as its application to public health and medical research. In addition to taking courses in a wide variety of biostatistics methodology courses (applied regression, categorical data analysis, longitudinal data analysis, survival data analysis, and many advanced data analytical elective courses), MS students in Biostatistics will take fundamental courses in epidemiology, have research opportunities at research centers and institutes in UMD and other cooperative institutions and complete a methodology or collaborative research thesis. This will uniquely prepare students to apply their knowledge in statistics to solve complex real world problems in public health and medicine.
4. Big data in public health and medicine: This curriculum also includes introductory and advanced data science courses (e.g. Statistical learning for Public Health Research, Statistical computing using R and Python) as well as as well as a wide range of health data related electives (high-throughput data analysis, health survey data analysis, electronic health record (EHR) data analysis, machine learning in public health) courses for the analysis of specific big health data.
5. Electives cross-school and cross-institutions: The curriculum also includes electives from other departments on campus (MATH, JPSM, CMSC) and at UMSOM that students can select based on their interest.

Select the academic calendar type for this program (calendar types with dates can be found on the Academic Calendar). Please click on the help bubble for more specific information.

Traditional Semester

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

Six credits of EPIB799 Master's Thesis Research are required. Please see Appendix A for detailed description of the thesis requirement.

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

Because Schools of Public Health traditionally focus upon the application of research, many first generation and/or diverse students gravitate toward fields in which there exists a strong expectation that their careers will broadly impact population health both locally and abroad. This is evidenced by School of Public Health's (SPH) rich tradition of retaining and graduating a diverse undergraduate student body. Currently, 27% of SPH students are

Black and 17% are Hispanic, both significantly exceeding the University averages and directly contributing to the diversity goals defined within the University of Maryland and School of Public Health strategic plans.

The MS program in Biostatistics will leverage the existing approach that UMD-SPH is currently using to recruit the most diverse student body in College Park Campus. These will include EPIB participating in the annual career fair of HBCUs such as Bowie State, Morgan State, Coppin State, and UMD Eastern Shore. Director of Graduate Studies will contact the organizers of the spring career fairs at each of the four HBCUs and register to reserve a table for EPIB. On the day of career fair event, EPIB Director of Graduate Studies along with a student volunteer will attend the career fair with printed communication materials and EPIB giveaways including departmental notepads, brochures, pens etc to talk with graduating seniors about EPIB graduate programs including MS in Biostatistics. They will answer any questions, provide examples of jobs held by recent EPIB graduates, and encourage students to apply to our Biostatistics program. In addition, we will also recruit students from SPH's undergraduate program in Public Health Science (PHSC) that boasts the most diverse student body on College Park Campus.

Relationship to Other Units or Institutions

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

All core courses and a majority of elective courses in the curriculum of the program are offered by EPIB department. Due to the inherently interdisciplinary nature of Biostatistics research, additional elective courses with advisement are included from other departments (MATH, CMSC, and JPSM). Those elective courses are existing graduate level courses, and we do not anticipate more than 2-3 MS students taking one single course per year. As there is no existing MS in Biostatistics program on campus, there is no overlap of the contents with existing programs. Taken together, the establishment of the new MS program in Biostatistics will have a minimum impact on other departments and colleges, and will have no significant overlap with 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.

Graduate programs within the School of Public Health are accredited by the Council on Education for Public Health (CEPH).

No specific licenses or certifications are required to engage in or be successful in the program's target occupations.

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

SPH and EPIB are now in close collaboration with the University of Maryland Institute for Health Computing (IHC). IHC is a computationally empowered life science research initiative to improve the well-being and health of citizens in Maryland and beyond, co-led by the University of Maryland, College Park and the University of Maryland, Baltimore. IHC has rich health data and many ongoing research projects and will provide the students of the new program with research opportunities and gain data analysis experience in solving real world problems.

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. Please click on the help bubble for a template to use for adding faculty information.

The MS in Biostatistics program will be led by the Department of Epidemiology and Biostatistics within the School of Public Health.

Please see Appendix B for the faculty information.

Indicate who will provide the administrative coordination for the program

Dr. Jamie Trevitt, Director of Graduate Studies

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.

Please see Appendix C.

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

Currently EPIB is assigned 3,000 SF of space in the Atlantic Building and SPH. This includes 22 offices, meeting room, and conference room. EPIB courses are held in state of the art classrooms that are located across the campus. In the Fall of 2028, EPIB is expected to move into the new Human Sciences Complex (Cole facility) along with the Dean's office, Department of Kinesiology, Department of Global Environmental and Occupational Health, Center for Healthy Families, and Academy of Innovation and Entrepreneurship. The Human Sciences Complex will provide valuable research and clinic space for researchers to respond to current and future public health needs and enhance UMD's ability to secure sponsored research funding. It will comprise research laboratories (wet/bench labs and dry/computational labs), faculty offices, meeting and collaboration spaces.

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 new instructional resources required for the MS in Biostatistics are listed below.

Elective courses:

EPIB680: Linear model (3 credits)

EPIB681: Causal Inference (3 credits)

EPIB682: Statistical Learning for Health Data Analysis (3 credits)

EPIB683: High-throughput Data Analysis (3 credits)

EPIB684: Electronic Health Record Data Analysis (3 credits)

The new courses will be covered by existing faculties.

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

Because every single faculties in the school of public health and their students rely on biostatistics based method to analyze/interpret their data, and biostatistics students will have the required skill sets to perform these analysis, it is anticipated that the MS program in Biostatistics will set in motion an unprecedented level of collaborations across departments. It will become models for an educational future in which students increasingly seek scholarly endeavors crossing traditional academic boundaries. It is also understood that success will be dependent upon an infrastructure emphasizing adequate resources, transparency, collaboration, clear governance procedures, incentives and sustainable investment, both financially and educationally. Finally, it is critical that faculty stability is supported within EPIB to ensure high-quality teaching and faculty-mentored research.

Administrative Resources

The MS in Biostatistics program will be led by the Department of Epidemiology and Biostatistics (EPIB). Educational decisions including curriculum oversight, pedagogical considerations, learning outcome assessment, mentoring, and internships, will be made by EPIB based upon advisory input from the EPIB Executive Committee, EPIB Curriculum Committee composed of both Biostatistics and Epidemiology faculty members. Additional representation will include the Graduate Programs in Public Health Committee, the SPHL Assistant Dean for Graduate Affairs, and the SPHL Director of Graduate Student Services. The committee will be chaired by the Director of Graduate Studies (DGS). The EPIB-DGS is a position that already exists within the department and will be responsible for day-to-day operations.

Master students within EPIB are officially assigned faculty advisors by the DGS, based on matching research interest, and faculty's willingness to admit and mentor a student for the duration of their master studies. As such, advisors play a critical role in advising and supporting students. Since each individual faculty member will be directly advising their master student, there is no need for a separate personnel to perform this duty. To ensure the master students receive adequate mentoring, each faculty member in EPIB typically advises 2-3 master students at any given time.

Budget Administration

EPIB Business Manager will oversee the budget administration, ensuring that adequate courses and seats are available, that faculty resources are dedicated to the graduate teaching and research opportunities related to the field of biostatistics, and that excellent academic rigor is implemented and maintained. An annual operating budget will be established between the SPH Dean the Provost. The initial agreement will be for a 3-year period and thereafter will be renewed every 5 years. Review of the 5-year agreements will occur in the 4th year of each cycle. In this manner, the program will be assured of financial stability leading to reliable planning for instructors and staff.

Initially, EPIB will carry out yearly review of the program and generate a report for the Dean and the Provost. The report should include a review of learning outcomes assessment, enrollment trends, retention, graduation, employment, general outcomes of course evaluations, updates on collaborations, opportunities and challenges for the program.

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

Please see Appendix D.

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. Please click on the help bubble for more specific information.

The MS program in Biostatistics will prepare students for processing, analyzing and gaining insights from health data to promote public health by relevant training through advanced course work, research, analysis, and collaboration. Biostatistics is a highly attractive and developing area that has the potential to reduce costs of treatment, predict outbreaks of epidemics, avoid preventable diseases, improve the quality of life, and transform health care worldwide. Currently our healthcare system is generating massive amount of health data and public health agencies including Maryland Department of Health, County Health Departments, healthcare industry, nonprofits, and policymakers are desperately looking for experts who can analyze this massive amount of data to inform decision making and protect the health and wellbeing of Marylanders. The unprecedented workforce demand for biostatisticians is best exemplified by the fact that a typical assistant professor candidate in the public health field must have 2-5 years of postdoctoral training after completing their doctoral degree, while an assistant professor candidate in biostatistics can land a faculty job with 0 years

of postdoctoral training (straight out of graduate school). So, there is a compelling regional, and national need for the program. In fact, graduates with a degree in biostatistics have, by far, the best job perspective.

As the University of Maryland strives to maintain world-class capacity to support ground-breaking research that addresses the most pressing challenges globally and leverages research strengths to improve the quality of life in Maryland, doctoral students in biostatistics can contribute to these research activities and help develop creative solutions ranging from enhancing public health preparedness for the next pandemics to addressing the public health impact of climate change. We currently are experiencing health issues related to clean air and water, maternal and child healthcare, lack of access to affordable healthcare in both urban and rural areas, health literacy, health communication, political instability, a widening socio-economic gap between the rich and poor, social and racial inequities, a high unemployment rate, and climate-related disasters, all of which disproportionately impact population health and point directly to a compelling need in the region and state. There is immediate impetus to utilize big health data and modern statistical and AI techniques to solve these health issues.

Additionally, the EPIB department within the SPH has a long history of recruiting, retaining, and graduating minority and first-generation students. We are a large school, 55% nonwhite, and contribute substantially to the Maryland State Plan for Post-Secondary Education through increased access and co-curricular programs designed to further diversify the public health workforce.

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.) Please click on the help bubble for specific resources for finding this information.

Statisticians, Biostatisticians and Data scientists are among the fastest growing jobs according to <https://www.bls.gov/ooh/fastest-growing.htm>. According to the Department of Labor statistics the job prospects for biostatisticians are slated to grow 30% from 2022 to 2032 with median annual salaries of \$99,960 (in 2022 dollars) [1, 2]. During the next decade, an average of 10,600 biostatistician openings are projected annually. These rapid rates of job growth, which are significantly faster than average for all occupations, are due to retiring of a large proportion of current biostatisticians as well as changes in the public health work force after COVID-19 pandemic. These national trends [3] highlight the urgency needed to train biostatisticians to work at state and local governmental public health agencies. The current workforce shrinkage 'has the potential to jeopardize the safety, security, and economic prosperity of the US' (p.346).[4]

[1] Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Epidemiologists, at <https://www.bls.gov/ooh/life-physical-and-social-science/epidemiologists.htm> (visited August 24, 2023).

[2] Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Mathematicians and Statisticians, at <https://www.bls.gov/ooh/math/mathematicians-and-statisticians.htm> (visited October 05, 2023).

[3] Robins M, Leider JP, Schaffer K, Gambatese M, Allen E, Hare Bork R. PH WINS 2021 methodology report. J Public Health Manag Pract. 2023;29(Suppl 1):S35–44.

[4] Leider JP, Castrucci BC, Robins M, Hare Bork R, Fraser MR, Savoia E, Piltch-Loeb R, Koh HK. The Exodus Of State And Local Public Health Employees: Separations Started Before And Continued Throughout COVID-19. Health Aff (Millwood). 2023 Mar;42(3):338-348. "

At steady state, EPIB estimates that the MS in Biostatistics program will enroll approximately 3 to 5 students per year within the first three years of the program. Following this time period and contingent upon student interest, the department intends to grow the program to 5-10 students per year. At a steady state, this translates into 10-20 MS students at a given time, with 5-10 MS students graduating every year. This number is comparable to other programs with similar size, see Appendix E.

Identify similar programs in the state. Discuss any differences between the proposed program and existing programs. Explain how your program will not result in an unreasonable duplication of an existing program (you can base this argument on program differences or market demand for graduates). The MHEC website can be used to find academic programs operating in the state. Please click on the help bubble for specific information on finding similar programs within the state.

There is no MS in Biostatistics or similar program in the public institutions in the State.

The only existing program in Maryland is the MS in Biostatistics offered at Johns Hopkins University, a private institution.

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 Historically Black Institutions within the state of Maryland that offer an MS in Biostatistics program and it appears unlikely that the proposed program would adversely affect any existing programs and/or the uniqueness and identity of a Maryland HBI.

Supporting Documents

Attachments

Appendix A - Plan for Assessing Learning Outcomes.pdf

Appendix B - Faculty Information.pdf

Appendix C - Library Assessment.pdf

Appendix D - MS Biostatistics-Financial Tables (1).xlsx
Appendix E - Program Enrollments from Other Universities.pdf

Key: 956

Plan for Assessing Learning Outcomes – MS in Biostatistics

Assessment 1: Satisfactory Completion of Coursework

Students must meet minimum requirements for “satisfactory progress” each year in the master’s program to be allowed to continue. Students must maintain a 3.0 GPA throughout their program (See Graduate School policy on Academic Standing). All graduate students must register for at least 1 credit hour each semester until graduation. Students should register for the number of credits that will, in the judgment of the graduate program faculty, accurately reflect their involvement in graduate study (Graduate School Requirements). Students must receive at least a “B-” in individual MPH program cognate courses for satisfactory progress. If a student receives a “C+” or lower in a Biostatistics MS program course, the student must repeat the course and receive a satisfactory grade (at least a B-). If the student does not receive a satisfactory grade the second time, they will not be allowed to continue in the program

All MS in Biostatistics students are required to complete a thesis and enroll in EPIB 799 for 6 credit hours. All required coursework must be completed before enrolling in EPIB799. Electives may be taken concurrently with completion of the Thesis. If the thesis is not completed during the registered time period, students must be registered for at least 1-credit of the thesis (EPIB799) each semester until the work is completed and defended.

Assessment 2: Thesis Proposal

The student must select a thesis topic in consultation with his/her faculty advisor and prepare a written proposal that details what is to be accomplished and how it will be done. Students should begin to develop their thesis proposal the semester before they plan on defending their final thesis.

A Thesis Examining Committee of three Graduate Faculty members (at least two committee members must be EPIB Biostatistics faculty) must approve the thesis proposal. One of these three must be the student's faculty advisor, who chairs the committee. When the proposal is ready for review, the student will schedule a meeting with the Thesis Examining Committee. The student must submit a copy of her/his proposal to the examining committee at least 10 working days in advance of the meeting. He/she must also post an abstract of the study and information about the meeting time, place and date 10 working days before the meeting on the departmental listserv. At the proposal meeting, the document may be approved as is, approved with certain changes, or rejected. In the latter two cases, the student will revise the proposal and submit the proposal to the chair of the committee. If needed, a second formal in-person meeting may be required. NOTE: Students are limited to two formal proposal meetings.

Once the proposal is approved, committee members will provide written approval in the form of signatures on the SPH Proposal Approval Form. The thesis advisor forwards this form to the EPIB Director of Graduate Studies, who will sign the form and place it in the student's file. If the research thesis involves human subjects, university human subjects approval must be obtained only after the proposal has been approved by the Thesis Examining Committee and before data collection can begin.

After the project proposal has been approved (and Human Subjects approval obtained if required), the student may begin work on the project and enroll in EPIB799. It is expected the project will be conducted according to what was approved by the Thesis Examining Committee.

Before making any substantive changes to that proposal, approval from the examining committee is required. The student must consult with their faculty advisor to determine which changes are substantive and require committee approval.

Assessment 3: Oral Thesis Defense

The final step in completing a Master's thesis is to successfully pass an oral defense conducted by the Thesis Examining Committee, ideally the same committee that approved the thesis proposal. This committee must first be approved by the Graduate School, using the form NOMINATION OF THESIS OR DISSERTATION COMMITTEE. Once they have approved the Thesis Examining Committee, the Graduate School will issue and send to the Department the "Report of Examining Committee" form. The oral defense meeting must be scheduled at least 10 working days in advance of the meeting with examining committee members. Again, 10 working days prior to the meeting, the student must give each member of the examining committee and the Director of Graduate Studies a finished copy of the thesis manuscript to review.

There are three possible outcome at the oral defense: the thesis can be accepted as is, can be rejected, or can be accepted on the condition that certain changes are made within a specified time frame. Students must obtain final approval of their Thesis to complete the degree. When final approval is granted, the Thesis Examining Committee will sign and submit the "Report of Examining Committee" form to the Graduate School. After passing the oral defense, the student must submit an electronic copy of his/her thesis to the Graduate School (submit on-line at www.gradschool.umd.edu/etd/) and one hard copy to the EPIB Director of Graduate Studies.

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
Xin He	PhD, Statistics, University of Missouri	Associate Professor and Associate Chair	EPIB650, 651, 653, 655
Mei-Ling Ting Lee	PhD, Mathematics/Statistics, University of Pittsburgh	Professor	EPIB651, 653, 654, 788
Yan Li	PhD, Survey Methodology, University of Maryland	Professor	EPIB650, 660
Menglu Liang	PhD, Biostatistics, Pennsylvania State University	Assistant Clinical Professor	EPIB650, 651, 697
Huang Lin	PhD, Biostatistics, University of Pittsburgh	Assistant Professor	EPIB650
Tianzhou Ma	PhD, Biostatistics, University of Pittsburgh	Assistant Professor	EPIB652, 661, 664
Jamie L. Trevitt	PhD, Public Health, Johns Hopkins University	Assistant Clinical Professor and Director of Graduate Studies	SPHL602, 603
Cher Dallal	PhD, Epidemiology, University of Pittsburgh	Associate Professor	EPIB611
Typhanye Vielka Dyer	PhD, Public Health, University of California Los Angeles	Associate Professor	SPHL602, EPIB788
Hongjie Liu	PhD, Epidemiology, University of California Los Angeles	Professor	EPIB612, 740, 788
Quynh Nguyen	PhD, Epidemiology, University of North Carolina	Associate Professor	EPIB633
Thu Nguyen	ScD, Social Epidemiology, Harvard University	Associate Professor	EPIB637, 622
Amir Sapkota	PhD, Environmental Health Sciences, Johns Hopkins University	Professor and Chair	EPIB788
Edmond D	ScD, Epidemiology and	Professor	EPIB610, 612

Shenassa	Maternal and Child Health, Harvard University		
Shuo Chen	PhD, Biostatistics, Emory University	Professor (UMB Affiliated)	
Chixiang Chen	PhD, Biostatistics, Pennsylvania State University	Assistant Professor (UMB Affiliated)	
Yulei He	PhD, Biostatistics, University of Michigan	Adjunct faculty (NCHS/CDC Branch Chief)	EPIB56, 664



UNIVERSITY LIBRARIES

Daniel Mack
Associate Dean of Libraries
University of Maryland Libraries
4119C McKeldin Library
7649 Library Lane, College Park, MD 20742-7011
301-405-9264 | dmack@umd.edu

DATE: April 1st, 2024

TO: Dr. Amir Sapkota
Professor and Chair, Department of Epidemiology and Biostatistics, School of Public Health

CC: Daniel Mack, Associate Dean, Collection Strategies & Services, UMD Libraries
Kapil Vasudev, Acting Head of Collection Development Strategies, UMD Libraries

FROM: Nedelina Tchangalova, Public Health Librarian, UMD Libraries

RE: Library Resources to Support New PhD Program in Biostatistics

We are providing this assessment in response to a proposal by the Department of Epidemiology and Biostatistics in the School of Public Health at the University of Maryland in College Park to create a new PhD program in biostatistics. The Department asked that we at the University of Maryland Libraries assess our collection resources to determine how well the Libraries support the curriculum of this proposed program.

The University of Maryland (UMD) Libraries' mission is to "steward and provide access to diverse collections and preserve the knowledge and history of the university," as well as to "offer inclusive services and innovative technologies for learning, study, and collaboration." Currently, they support undergraduate and graduate students in a variety of face-to-face, online, and distance learning programs and faculty working collaboratively with internal and external partners. The UMD Libraries' collections will adequately support the instruction and research needs of the newly proposed PhD program in biostatistics.

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

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

¹ Big Ten Academic Alliance (BTAA) - <https://www.btaa.org/library/libraries>

² HathiTrust - <http://www.hathitrust.org/>

³ University System of Maryland and Affiliated Institutions (USMAI) - <https://usmai.org/>

Public Health Science Library Collections at UMD

McKeldin Library supports undergraduate and graduate students in SPH and houses most of the monographs and serials on public health in general and epidemiology and biostatistics in particular. A significant portion of these collections is electronically accessible, both on and off campus, and therefore is not location dependent.

1. Monographs

The Libraries' current collection of books related to epidemiology and biostatistics is sufficient to meet the needs of the school. The Libraries regularly acquire scholarly monographs in epidemiology, biostatistics, and allied subject disciplines. Monographs not already part of the collection can usually be added upon request.

A search of the University of Maryland Libraries' WorldCat UMD catalog was conducted using a variety of relevant subject terms. This investigation yielded sizable lists of citations of books that we own (e.g., searching with "epidemiology" yielded more than 2,700 books, "epidemiologic methods" – 431 books, and "biostatistics" – 510 books). A further search revealed that the Libraries' BTAA membership dramatically increases these holdings and citations (e.g., searching with "epidemiology" yielded more than 3,300,000 books, "epidemiologic methods" – 1,100 books, and "biostatistics" – 361,000 books). As with our own materials, students can request that chapters be copied from these BTAA books if the books are not available electronically.

At this time, UMD Libraries have access to several multidisciplinary eBook collections related to epidemiology and biostatistics, not only locally but globally as well, including *Credo Reference*, the *EBSCO eBook collection*, the *Gale Virtual Reference Library*, *ProQuest eBook Central*, *Springer eBooks*, *World Scientific eBooks*, and more.

2. Serial Publications

The UMD Libraries currently subscribe to a large number of scholarly journals—almost all in online format—that focus on epidemiology and biostatistics.

The Libraries subscribe to some of the top-ranked journals listed in public health-related subject categories in the following editions of the *Journal Citation Reports (JCR)*:⁴

- *Science Citation Index Expanded* (Mathematical & Computational Biology; Statistics & Probability)
- *Emerging Sources Citation Index* (Public, Environmental & Occupational Health)

While other aspects of epidemiology and biostatistics do not fall as neatly into a JCR-specified category, the UMD Libraries provide access to numerous highly ranked journals from cross-sections of the JCR categories of *Behavioral Sciences*, *Biology*, *Environmental Sciences*, *Family Studies*, *Food Science & Technology*, and *Infectious Diseases*, as well as the majority of top ten ranked journals from all science and engineering disciplines.

Relevant epidemiology and biostatistics-related titles, available online, include:

- *The American Statistician* (ISSN: 1537-2731)

⁴ *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.

- *Bioinformatics* (ISSN: 1367-4811)
- *Biometrics* (ISSN: 1541-0420)
- *Biometrika* (ISSN: 1464-3510)
- *Biostatistics* (ISSN: 1468-4357)
- *The International Journal of Biostatistics* (ISSN: 1557-4679)
- *Journal of Biopharmaceutical Statistics* (ISSN: 1520-5711)
- *Statistics in Medicine* (ISSN: 1097-0258)
- *American Journal of Epidemiology* (ISSN: 1476-6256)
- *Epidemiologic Reviews* (ISSN: 1478-6729)
- *Epidemiology* (ISSN: 1531-5487)
- *European Journal of Epidemiology* (ISSN: 1573-7284)
- *International Journal of Epidemiology* (ISSN: 1464-3685)

Articles in journals we do not own will likely be available through Interlibrary Loan/Document Delivery (See p. 4 below).

3. Databases

The Libraries' *Database Finder*⁵ resource offers online access to databases that provide indexing and access to scholarly journal articles and other information sources. Many of these databases cover subject areas that would be relevant to this proposed program, including the following:

- | | |
|---|--|
| • <i>Academic Search Ultimate</i> (EBSCOhost) | • <i>PubMed</i> (National Library of Medicine) |
| • <i>CINAHL</i> (EBSCOhost) | • <i>ScienceDirect</i> (Elsevier) |
| • <i>PsycINFO</i> (EBSCOhost) | • <i>Scopus</i> (Elsevier) |
| • <i>Public Health</i> (ProQuest) | • <i>Web of Science</i> (Clarivate) |

In many and likely in most cases, these databases offer full-text copies of the relevant journal articles. In those instances where the journal articles are available only in print format, the Libraries can make copies available to students through the Libraries' Interlibrary Loan service (Note: see p. 4 below).

Additional Materials and Resources

In addition to serials, monographs, and databases available through the University Libraries, students in the proposed program will have access to a wide range of media, datasets, software, and technology. Media in a variety of formats that can be utilized both on-site and via ELMS course media is available at McKeldin Library. Geographic Information Systems (GIS) Datasets are available through the GIS Data Repository, while statistical consulting and additional research support are available through the Research Commons,⁶ and technology support and services are available through the Terrapin Learning Commons.⁷

The subject specialist librarian for the discipline, Nedelina Tchangalova, nedelina@umd.edu, also serves as an important resource for programs such as the one proposed. Through departmental partnerships, subject specialists actively develop innovative services and materials that support the University's evolving academic programs and changing research interests. Subject specialists provide one-on-one research assistance online,

⁵ Database Finder - <http://www.lib.umd.edu/dbfinder>

⁶ Research Commons - <http://www.lib.umd.edu/rc>

⁷ Terrapin Learning Commons - <http://www.lib.umd.edu/tlc>

in person, or via the phone. They also provide information literacy instruction and can answer 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 country's finest libraries, archives, and research centers, vitally important for researchers in epidemiology and biostatistics. These include the Library of Congress, the National Archives, the National Library of Medicine, and the National Agricultural Library, to name just a few.

Interlibrary Loan Services

Through the UMD Libraries' membership in BTAA, our faculty and students can take advantage of several new material access options. The Libraries' participation in the *UBorrow*⁸ program allows rapid access to the collections of other Big Ten member libraries.

When resources are not part of our holdings within the sixteen USMAI libraries, the Interlibrary Loan⁹ unit can obtain materials from other libraries at no charge to the student or faculty. Most recent journal articles can be provided through electronic delivery, allowing students and faculty to make the most flexible use of their time.

An 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. If the requested article or chapter is not available on campus, the request will automatically be forwarded to the Interlibrary Loan service, which is free of charge.

Conclusions

With our substantial journal holdings and index databases, as well as additional support services and resources, the University of Maryland Libraries have resources to support teaching and learning in epidemiology and biostatistics. These materials are supplemented by a strong monograph collection. Additionally, the Libraries Scan & Deliver and Interlibrary Loan services make materials that otherwise would not be available online accessible to remote users in online courses. As a result, our assessment is that the University of Maryland Libraries are able to meet the curricular and research needs of the proposed PhD program in Biostatistics.

Statement from Associate Dean of Collections, UMD Libraries

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

Daniel C. Mack

⁸ Uborrow service - <http://www.btaa.org/library/reciprocal-borrowing/uborrow>

⁹ Interlibrary loan - <https://www.lib.umd.edu/find/ill>

M.S. in Biostatistics Financial Tables

Table 1: Resources					
Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	15000	15000	15000	15000	15000
2. Tuition/Fee Revenue (c+g below)	63252	97387	100308	103317	106417
a. #FT Students	3	5	5	5	5
b. Annual Tuition/Fee Rate	15649	16119	16602	17100	17613
c. Annual FT Revenue (a x b)	46948	80593	83011	85502	88067
d. # PT Students	2	2	2	2	2
e. Credit Hour Rate	510	525	541	557	573
f. Annual Credit Hours	16	16	16	16	16
g. Total Part Time Revenue (d x e x f)	16304	16793	17297	17816	18350
3. Grants, Contracts, & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	78252	112387	115308	118317	121417
Table 2: Expenditures					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	39900	68495	70550	72666	74846
a. #FTE	0.3	0.5	0.5	0.5	0.5
b. Total Salary	30000	51500	53045	54636	56275
c. Total Benefits	9900	16995	17504.85	18030	18570.9
2. Admin. Staff (b+c below)	13965	14384	14815	15260	15718
a. #FTE	0.15	0.15	0.15	0.15	0.15
b. Total Salary	10500	10815	11139	11474	11818
c. Total Benefits	3465	3569	3676	3786	3900
3. Total Support Staff (b+c below)	0	0	0	0	0
a. #FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Graduate Assistants (b+c)	0	0	0	0	0
a. #FTE	0	0	0	0	0
b. Stipend	0	0	0	0	0
c. Tuition Remission	0	0	0	0	0
d. Benefits	0	0	0	0	0
5. Equipment	0	0	0	0	0
6. Library	5000	5000	5000	5000	5000
7. New or Renovated Space	0	0	0	0	0
8. Other Expenses: Operational Expenses	10000	10000	10000	10000	10000
TOTAL (Add 1 - 8)	68865	97879	100365	102926	105564
resources - expenditures	9387	14508	14943	15391	15853

Program Enrollments from Other Universities

Table. Yearly new student enrollment in comparable Biostatistics programs

Institutions	MS	PhD
Pennsylvania State University	No data	~4
UMASS Amherst	No data	4 to 5
University of Florida	6-7 (on-campus)	8-9
University of Minnesota	~16	8-10
University of Illinois--Chicago	15-20	~5
University of Alabama	~12	~5
Drexel University	No data	1-2
Georgetown University	~15	No data
Case Western Reserve University	No data	4-6
Medical College of Wisconsin	No data	2-3
Indiana University School of Medicine	12-13	4-5
Michigan State University	~10	No data
Indiana University--Bloomington	No data	No data
University at Buffalo--SUNY	No data	4-5
Virginia Commonwealth University	No data	6-7
Temple University	3-4	No data
University of Miami	~20	7-8



Review of the University of Maryland Policy on Threatening and Intimidating Conduct

PRESENTED BY Yasmeen Faroqi Shah, Chair

REVIEW DATES SEC – October 15, 2024

VOTING METHOD In a single vote

RELEVANT POLICY/DOCUMENT [VI-1.00\(F\)- University of Maryland Policy on Threatening and Intimidating Conduct](#)

NECESSARY APPROVALS SEC

ISSUE

In May 2018, the University Senate and President Loh approved the recommendations of the Joint President/Senate Inclusion & Respect Task Force (Senate Document 17-18-03). These recommendations included the creation of a new Policy on Threatening and Intimidating Conduct (PTIC) (VI-1.00[F]) to address hate-bias incidents on campus that do not rise to the level of a crime but meet the Maryland State Police criteria for hate-bias incidents. Because this policy was unique across the country, the task force also recommended that the Equity, Diversity, and Inclusion (EDI) Committee be charged with a review of the policy's implementation after two years.

In December 2019, the SEC charged the EDI Committee with reviewing recommendations made by the task force: considering whether the PTIC and its implementation have been effective at addressing hate-bias incidents since the policy was approved; consulting with stakeholders; and recommending whether the policy should be revised.

RECOMMENDATIONS

The Equity, Diversity, and Inclusion Committee recommends that that due to the time elapsed and lack of information, there be no Senate action taken and the charge be closed. Additionally, the committee recommends that the policy be potentially reviewed at a later date to account for any changes that have occurred since its 2019 inaction.

COMMITTEE WORK

The Equity, Diversity, and Inclusion (EDI) committee began reviewing its charge in December 2019, consulting with various campus offices throughout spring 2020. However, implementation concerns arose and the COVID-19 pandemic in March 2020 forced a postponement of the work to the 2021-2022 academic year. In October 2021, the committee was informed that potential changes in Maryland State Law might impact the proposed policy, and guidance from the Office of General Counsel was pending. The charge was rediscovered in the 2023-2024 academic year, however due

to staffing changes, information about the necessity of a policy review was unavailable. Upon reviewing the information obtained, the committee approved the recommendations at its meeting on September 17, 2024.

ALTERNATIVES

The Senate could decide not to approve the recommendation.

RISKS

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

FINANCIAL IMPLICATIONS

There are no financial implications in approving these recommendations.



Review of the University of Maryland Policy on Threatening and Intimidating Conduct (Senate Document #19-20-33)

2024-2025 Committee

Yasmeen Farooqi Shah (Chair)
Felicia Bidgell (Exempt Staff)
Lacey Curry (Faculty)
Anna Emenheiser (Graduate Student)
Jack Garrard (Exempt Staff)
Dannielle Glaros (Ex-Officio VP & Chief Administrative Officer Rep)
Dalton Greene (Graduate Student)
Caroline Griffith (Undergraduate Student)
Joanne Klossner (Faculty)
Yvette Lerma Jones (Ex-Officio VP Student Affairs Rep)

b.a Medina (Ex-Officio VP Diversity & Inclusion Rep)
Lauren Miles (Non-Exempt Staff)
Ashley Monroe (Non-Exempt Staff)
Angela Nastase (Ex-Officio OCRSM Rep)
Thu Nguyen (Faculty)
Chinaza Ofor (Undergraduate Student)
Laura Rosenthal (Ex-Officio Provost's Rep)
Delida Sanchez (Faculty)
Shane Walsh (Faculty)

Date of Submission

October 2024

BACKGROUND

In May 2018, the University Senate and President Loh approved the recommendations of the Joint President/Senate Inclusion & Respect Task Force (Senate Document 17-18-03). These recommendations included the creation of a new Policy on Threatening and Intimidating Conduct (PTIC) (VI-1.00[F]) to address hate-bias incidents on campus that do not rise to the level of a crime but meet the Maryland State Police criteria for hate-bias incidents. Because this policy was unique across the country, the task force also recommended that the Equity, Diversity, and Inclusion (EDI) Committee be charged with a review of the policy's implementation after two years.

In December 2019, the SEC charged the EDI Committee with reviewing recommendations made by the task force; considering whether the PTIC and its implementation have been effective at addressing hate-bias incidents since the policy was approved; consulting with stakeholders; and recommending whether the policy should be revised (Appendix 1).

COMMITTEE WORK

The EDI Committee began reviewing the charge at the committee meeting on December 9, 2019. Throughout the spring semester, the committee consulted with representatives from the Hate-Bias Response Program (HBRP, renamed Bias and Support Services (BSS) in May 2020) which was created as a result of the task force's recommendations, the Department of Resident Life, the University Police Department (UMPD), the Office of Student Conduct (OSC), the Office of Faculty Affairs, Staff Relations, and Office of General Counsel (OGC). These offices, responsible for implementation, raised additional conflicting concerns that required more time for the committee to address (Appendix 2).

Once the COVID-19 pandemic hit the campus in March 2020, it was no longer reasonable to ask administrators to focus on providing feedback on the implementation of the policy because they were focused on addressing the more immediate needs associated with the pandemic. Because of the upcoming transition to a new President and the impasse across offices involved in implementing the policy, the University Senate leadership and the committee chair at the time agreed that it would be best to postpone the committee's work to the 2021-2022 academic year. This would allow all stakeholders and the new President to provide their perspectives before the policy would be finalized.

In the October 04, 2021 committee meeting, an update was given to the committee regarding the charge and its hiatus. It was reported that due to recent changes in Maryland State Law that could potentially impact the proposed policy, the University Senate Office and University Senate Executive Committee (SEC) were awaiting guidance from the Office of General Counsel to determine whether a policy review was necessary. After this update was given, no further information regarding the charge was shared.

In the 2023-2024 academic year the charge assigned to the committee was rediscovered. The current University Senate staff did extensive research to discover the outcome of Office of General Counsel. Due to major staffing changes in the University Senate Office and the Office of General Counsel, information regarding whether the policy review remained necessary due to changes in Maryland State law was unobtainable. After deliberation and counsel, the current EDI committee members voted to approve the recommendations found below at the committee's September 17, 2024 meeting.

RECOMMENDATIONS

The Equity, Diversity, and Inclusion Committee recommends that that due to the time elapsed and lack of information, there be no Senate action taken and the charge be closed. Additionally, the committee recommends that the policy be reviewed at a later date to account for any changes that have occurred since its 2019 inaction.

APPENDICES

Appendix 1 – Charge from the Senate Executive Committee

Appendix 2 – EDI Annual Report 2019-2020



Review of the University of Maryland Policy on Threatening and Intimidating Conduct (Senate Document #19-20-33) Equity, Diversity, & Inclusion (EDI) Committee | Chair: Rachel Gammons

The Senate Executive Committee (SEC) and Senate Chair Lanford request that the Equity, Diversity, & Inclusion (EDI) Committee review whether the University of Maryland Policy on Threatening and Intimidating Conduct and its implementation have been effective at addressing hate-bias incidents since the policy was approved in May 2018.

Specifically, it asks that you:

1. Review the University of Maryland Policy on Threatening and Intimidating Conduct ([VI-1.00\[F\]](#)).
2. Review the [Hate-Bias Response Protocol](#).
3. Review the recommendations of the Joint President/Senate Inclusion & Respect Task Force - Inclusion and Respect at the University of Maryland ([Senate Document #17-18-03](#)).
4. Review data on hate-bias incidents and implementation of the policy to address these incidents since the policy was approved.
5. Review information on educational and preventative measures that the University has taken to prevent hate-bias incidents.
6. Consult with the Director of Hate-Bias Response and Advocacy on the implementation of the Hate-Bias Response Program (HBRP).
7. Consult with a representative of the Department of Public Safety.
8. Consult with a representative of the Office of Student Conduct.
9. Consult with a representative of the Office of Staff Relations.
10. Consult with a representative of the Office of Faculty Affairs.
11. Consult with a representative of the Department of Resident Life.
12. Consider whether the current policy has been effective in addressing hate-bias incidents at the University.
13. Consider whether the current policy aligns with the implementation of the Hate-Bias Response Program.
14. Consider whether assessments of hate-bias incidents that lead to recommendations for specific actions have been effective in addressing the initial conduct.
15. Consult with a representative of the Office of General Counsel on any proposed changes to the University's policy.

16. If appropriate based on the committee's consideration of the items above, recommend whether the policy should be revised.

We ask that you submit a report to the Senate Office no later than **March 6, 2020**. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.



Equity, Diversity, and Inclusion (EDI) Committee

Chair: Rachel Gammons | Coordinators: Marcella Stranieri, Aaron Tobiason, Reka Montfort

Committee Membership

Rachel Gammons (Chair)	Jennifer Dixon Cravens (Faculty)
Georgina Dodge (Ex-Officio VP for Diversity & Inclusion Rep) July 2019 - February 2020	Manouchehr Mokhtari (Faculty)
Neijima Celestine-Donnor (Ex-Officio VP for Diversity & Inclusion Rep) February 2020 - July 2020	Terry Park (Faculty)
Grace Karmioli (Ex-Officio OCRSM Rep)	Dana Wimbish (Non-Exempt Staff)
Anne Martens (Ex-Officio VP Administration and Finance Rep)	Joanna Wiley (Non-Exempt Staff)
Daniel Ostick (Ex-Officio VP Student Affairs Rep)	Brandon Dula (Exempt Staff)
Laura Rosenthal (Ex-Officio Provost's Rep)	Mary Forsythe (Exempt Staff)
Jay Brite (Faculty)	Ron Padron (Exempt Staff)
Nicole Cousin-Gossett (Faculty)	Mel. Coles (Graduate Student)
	Anna Kraemer (Graduate Student)
	Diamond Fatoki (Undergraduate Student)
	Nadia Owusu (Undergraduate Student)

Meeting Schedule

September 9, 2019	10:30am-12:00pm	1310A Marie Mount Hall
September 25, 2019	12:00pm-1:30pm	6135 McKeldin Library
October 8, 2019	12:00pm-1:30pm	0100 Marie Mount Hall
November 6, 2019	12:00pm-1:30pm	1101 Morrill Hall
December 9, 2019	1:30pm-3:00pm	2113 Chincoteague Hall
January 22, 2020	10:30am-12:00pm	0100 Marie Mount Hall
February 12, 2020	3:00pm-4:30pm	1310A Marie Mount Hall
February 28, 2020	10:30am-12:00pm	1310B Marie Mount Hall
March 13, 2020	12:00pm-1:30pm	1310B Marie Mount Hall
April 1, 2020	1:30pm-3:00pm	Zoom
May 1, 2020	10:30am-12:00pm	Zoom

COMPLETED WORK

REVIEW OF THE INTERIM UNIVERSITY OF MARYLAND SEXUAL MISCONDUCT POLICY (SENATE DOCUMENT #19-20-03)

Background

In June 2019, President Loh approved interim changes to the University of Maryland Sexual Misconduct Policy and Procedures ([VI-1.60\[A\]](#)), which addresses all complaints of sexual misconduct on campus, and is accompanied by procedures that provide specific detail on the process for reviewing complaints against faculty, staff, and students. The interim policy was based on changes in state law approved by the Maryland General Assembly in 2018 to address student rights in sexual misconduct proceedings. These rights include access to counsel paid for in part by the Maryland Higher Education Commission (MHEC) ([Senate Bill 396](#)), and revised definitions and references to the applicable standard of review ([Senate Bill 607](#)). In June 2019, the University

System of Maryland (USM) updated its policy to comply with the changes to state law and requested all USM institutions to align their policies accordingly.

In August 2019, the Senate Executive Committee (SEC) charged the Equity, Diversity, and Inclusion (EDI) Committee with reviewing the interim University Sexual Misconduct Policy and Procedures, and the USM Policy on Sexual Misconduct ([VI-1.60](#)) and the relevant Maryland Senate Bills; consulting with stakeholders; considering whether the information presented in the interim policy appropriately reflected principles within the Senate Bills and USM Policy; and recommending whether the policy should be revised. The Sexual Misconduct Complaint Procedures were also reviewed separately by the Faculty Affairs, Staff Affairs, and Student Conduct Committees to ensure they accurately reflected changes in state law and USM policy.

Actions

The EDI Committee began its review of the charge at its meeting on September 9, 2019, where the committee reviewed and discussed changes in the interim policy. On September 20, 2019, Chair Gammons and Senate staff members met with representatives of the Office of General Counsel (OGC), the Office of Civil Rights and Sexual Misconduct (OCRSM), the Office of Student Conduct, and the chair of the Student Conduct Committee to discuss the committee's work on the policy, and clarify the new state requirements regarding legal representation for students.

At the EDI Committee meeting on September 25, 2019, Chair Gammons shared questions and answers from the meeting with administrative representatives and the committee consulted with Andrea Goodwin, Director of Student Conduct. The committee learned that the policy must detail all rights in the student rights and rights to an attorney sections; language in the policy and procedures may be clarified but should be retained if the language occurs in both; and all rights except access to attorneys through MHEC also apply to faculty and staff. The committee also learned about procedural aspects of how the MHEC regulations work in practice to provide information about legal representation to students.

Policy revisions were developed and discussed at subsequent meetings during the fall semester. Throughout its review and in consultation with stakeholders, the EDI Committee continued to restructure and reorganize policy sections to align with University policy structure, remove legalistic language, eliminate redundant definitions, and add clarifying language and definitions to clarify which rights are student-specific.

The EDI Committee also made an administrative recommendation that the Sexual Misconduct Policy be reviewed at a future date as the scope of the charge narrowly focused on recent changes in state law and USM policy. After deliberating whether OCRSM should preliminarily provide revisions to the committee for consideration, the committee ultimately decided that EDI should be responsible for its review. The committee was also informed that a possible change in federal guidance to Title IX proceedings may precede this comprehensive review.

Outcome

The EDI Committee voted to forward its recommendations to the SEC for consideration on November 6, 2019. The SEC reviewed the report and voted to place it on the Senate agenda. On December 4, 2019, the Senate voted to approve the proposal. The President approved the recommendations on December 12, 2019.

CURRENT STATUS Complete.

NEXT STEPS None.

RELATED DOCUMENTATION The committee's report is attached as Appendix A.

CONTINUING WORK

REVIEW OF THE UNIVERSITY OF MARYLAND POLICY ON THREATENING AND INTIMIDATING CONDUCT (SENATE DOCUMENT #19-20-33)

Background

In May 2018, the Senate and President Loh approved the recommendations of the Joint President/Senate Inclusion & Respect Task Force ([Senate Document 17-18-03](#)). These recommendations included the creation of a new Policy on Threatening and Intimidating Conduct (PTIC) ([VI-1.00\[F\]](#)) as a way to address hate-bias incidents on campus that do not rise to the level of a crime but meet the Maryland State Police criteria for hate-bias incidents. Because this policy was unique across the country, the task force also recommended that the EDI Committee be charged with a review of the policy's implementation after two years.

In December 2019, the SEC charged the EDI Committee with reviewing recommendations made by the task force; considering whether the PTIC and its implementation have been effective at addressing hate-bias incidents since the policy was approved; consulting with stakeholders; and recommending whether the policy should be revised.

Actions

The EDI Committee began reviewing the charge at the committee meeting on December 9, 2019. Throughout the spring semester, the committee consulted with representatives from the Hate-Bias Response Program (HBRP, renamed Bias and Support Services (BSS) in May 2020) which was created as a result of the task force's recommendations, the Department of Resident Life, the University Police Department (UMPD), the Office of Student Conduct (OSC), the Office of Faculty Affairs, Staff Relations, and OGC.

At the committee meeting on January 22, 2020, HBRP Director Neijma Celestine-Donnor answered questions regarding the program's role and provided data regarding incidents and sanctions. The committee learned that HBRP focuses its effort on restorative justice and providing support for those who are affected by a hate-bias incident, and works closely with other University offices to facilitate conversations to foster learning and understanding between the complainant and the accused party. The program also provides educational programming and workshops throughout the year. Celestine-Donnor shared that HBRP has received approximately 40-50 reports per semester, mostly submitted by and involving students. 80% of reports are made directly to ODI through HBRP's online portal, and 20% of reports are made to UMPD. An estimated 10% of reports result in a punitive sanction. Celestine-Donnor suggested that the policy may benefit from using trauma-informed language, noting that current policy focuses on UMPD despite the vast majority of reports being made to ODI.

After consulting with stakeholders and reviewing data on hate-bias incidents, the committee made policy revisions to incorporate restorative justice principles and recognize the components and range of supportive and educational services provided. At the committee meeting on February 12, 2020, members engaged in a collaborative discussion assessing the effectiveness of the current policy, alignment of the policy with implementation in practice, and the effectiveness of sanctions.

Further revisions based on stakeholder feedback streamlined language; clarified the roles of HBRP and other UMD offices in responding to hate-bias incident reports; clarified the reporting, adjudication, and sanctioning process; and incorporated the full range of potential actions in a hate-bias incident, from educational to punitive. At subsequent meetings during the spring semester, the committee added clarifying language and raised concerns about whether including implementation details in the policy instead of the protocol would lock specific procedures into place when leadership and personnel changes could cause shifts. The committee continued to revise the policy by incorporating feedback from both Celestine-Donnor and representatives from UMPD and shared those revisions with representatives of OSC, the Office of Faculty Affairs, and Staff Relations. These offices, responsible for implementation, raised additional conflicting concerns that required more time to address.

CURRENT STATUS	Once the COVID-19 pandemic hit the campus in March 2020, it was no longer reasonable to ask administrators to focus on providing feedback on the implementation of the policy because they were focused on addressing the more immediate needs associated with the pandemic. Because of the upcoming transition to a new President and the impasse across offices involved in implementing the policy, the Senate leadership and the committee chair agreed that it would be best to postpone the committee’s work to the fall semester. This would allow all stakeholders and the new President to provide their perspectives before the policy would be finalized.
NEXT STEPS	The committee will continue work on this charge in fall 2020. The Senate leadership plans to get input from the new President and share that with the committee. The committee will continue to work with the administrative offices responsible for implementing the policy to resolve their remaining concerns.
RELATED DOCUMENTATION	The committee’s charge pertaining to Senate Document #19-20-33 is attached as Appendix B.

OTHER TOPICS DISCUSSED

NO OTHER TOPICS WERE DISCUSSED DURING THE 2019-2020 ACADEMIC YEAR.



**Review of the Interim University of Maryland Sexual Misconduct Policy
(Senate Document #19-20-03)**

TO Wallace D. Loh | President

FROM Pamela Lanford | Chair, University Senate

I am pleased to forward the accompanying legislation for your consideration and approval. Rachel Gammons, Chair of the Equity, Diversity, and Inclusion (EDI) Committee, presented the committee's proposal on Review of the Interim University of Maryland Sexual Misconduct Policy (Senate Document #19-20-03), which the University Senate approved at its meeting on December 4, 2019. Please inform the Senate of your decision and any administrative action related to your conclusion.

Approved:

Date:

12-12-2019

**Wallace D. Loh
President**

Copies of this approval and the accompanying legislation will be forwarded to:

Mary Ann Rankin, Senior Vice President and Provost
Reka Montfort, Executive Secretary and Director, University Senate
Michael Poterala, Vice President and General Counsel
Cynthia Hale, Associate Vice President for Finance and Personnel
John Bertot, Associate Provost for Faculty Affairs
Elizabeth Beise, Associate Provost for Academic Planning & Programs
Sylvia B. Andrews, Academic Affairs
Jewel Washington, Assistant Vice President for Human Resources
Georgina Dodge, Vice President for Diversity and Inclusion
Grace Karmiol, Director and Title IX Coordinator, Office of Civil Rights & Sexual Misconduct
Tamara Saunders, Special Assistant to the Director and Title IX Coordinator, Office of Civil Rights & Sexual Misconduct
Andrea Goodwin, Director, Office of Student Conduct
Keira Martone, Assistant Director of Resident Life for Student Conduct, Office of Rights & Responsibilities, Department of Resident Life
Rachel Gammons, Chair, Equity, Diversity, and Inclusion (EDI) Committee



Review of the Interim University of Maryland Sexual Misconduct Policy

PRESENTED BY Rachel Gammons, Chair

REVIEW DATES SEC – November 20, 2019 | SENATE – December 4, 2019

VOTING METHOD In a single vote

RELEVANT POLICY/DOCUMENT [VI-1.60\(A\) – University of Maryland Sexual Misconduct Policy & Procedures](#)

NECESSARY APPROVALS Senate, President

ISSUE

As a result of changes in state law, the University System of Maryland (USM) revised its Policy on Sexual Misconduct ([VI-1.60](#)) in June 2019. The University of Maryland Sexual Misconduct Policy & Procedures (VI-1.60[A]) were revised to align with the changes to USM Policy and were approved on an interim basis on June 24, 2019, pending University Senate review. The Policy covers all members of the University community; the Procedures provide specific detail on the process for reviewing complaints against faculty, staff, and students, and are applied depending on the constituency of the individual against whom a complaint is made.

In August 2019, the Senate Executive Committee (SEC) charged four Senate committees with consideration of the interim University of Maryland Sexual Misconduct Policy & Procedures. The Equity, Diversity, & Inclusion (EDI) Committee was given responsibility for reviewing the Policy itself to ensure alignment with the revised USM policy and state law ([Senate Document #19-20-03](#)). The Student Conduct, Faculty, and Staff Affairs Committees was charged with reviewing the interim Sexual Misconduct Complaint Procedures for their constituencies to ensure they accurately reflect the changes in state law and USM policy.

RECOMMENDATIONS

The Equity, Diversity, & Inclusion Committee recommends that the University of Maryland Policy on Sexual Misconduct be revised as indicated in the policy document immediately following this report.

The EDI Committee recommends that it be charged with conducting a comprehensive review of the University of Maryland Policy on Sexual Misconduct to ensure that it aligns with best practices.

COMMITTEE WORK

The EDI Committee reviewed background materials identified in its charge and consulted with representatives from the Office of Civil Rights & Sexual Misconduct (OCRSM) and the Office of General Counsel (OGC). The committee also met with the Chair of the Student Conduct Committee and the Director of the Office of Student Conduct to better understand the impact that the interim Sexual Misconduct Policy has on students through the process detailed within the Student Procedures. The EDI Committee worked in close consultation with the Student Conduct, Staff

Affairs, and Faculty Affairs Committees; the committees worked collaboratively to ensure that any revisions to the Policy were aligned with the corresponding information in the Procedures.

Through its review, the committee determined that Sections XI and XII of the policy should be restructured and reorganized in order to convey both the rights of student, faculty, and staff Complainants and Respondents, as well as the right for students to have access to counsel paid for by the Maryland Higher Education Commission (MHEC) through a list of attorneys willing and able to represent students in Title IX cases. The committee aligned these sections with standard University policy structure, removed legalistic language, and added clarifying language. The committee also reviewed the Definitions section of the policy to align it with terms used in Section XI. The committee also confirmed with OCRSM that the “mediation or other informal mechanisms” specified in the interim policy was congruent with the “Alternative Resolution” process that was detailed in the procedures.

The committee also identified some additional concerns with the Policy that fell outside the scope of its review, which led to its administrative recommendation. After due consideration, the Equity, Diversity, & Inclusion Committee voted to approve the revised policy and administrative recommendations at its meeting on November 6, 2019. Revisions to the Policy affecting staff within the bargaining unit must be shared with the union for review following approval by the Senate before being submitted to the President for review and approval.

ALTERNATIVES

The Senate could choose not to approve the recommendation and revisions to the University of Maryland Sexual Misconduct Policy, leaving the interim Policy in effect. However, the Policy would not adequately describe the rights and responsibilities of participants in misconduct proceedings.

RISKS

There are no known risks to the University.

FINANCIAL IMPLICATIONS

There are no known financial implications.



Review of the Interim University of Maryland, Sexual Misconduct Policy

2019-2020 Committee Members

Rachel Gammons (Chair)	Manouchehr Mokhtari (Faculty)
Jay Brite (Faculty)	Daniel Ostick (Ex-Officio VP Student Affairs Rep)
Mel Coles (Graduate Student)	Nadia Owusu (Undergraduate Student)
Nicole Cousin-Gossett (Faculty)	Ron Padron (Exempt Staff)
Jennifer Dixon Cravens (Faculty)	Terry Park (Faculty)
Georgina Dodge (Ex-Officio Chief Diversity Officer)	Laura Rosenthal (Ex-Officio Provost's Rep)
Brandon Dula (Exempt Staff)	Joanna Wiley (Non-Exempt Staff)
Mary Forsythe (Exempt Staff)	Dana Wimbish (Non-Exempt Staff)
Grace Karmiol (Ex-Officio OCRSM Rep)	
Anna Kraemer (Graduate Student)	
Anne Martens (Ex-Officio VP Administration & Finance Rep)	

Date of Submission

November 2019

BACKGROUND

As a result of changes in state law, the University System of Maryland (USM) revised its Policy on Sexual Misconduct ([VI-1.60](#)) in June 2019. The University of Maryland Sexual Misconduct Policy & Procedures (VI-1.60[A]) were revised to align with the changes to USM policy and were approved on an interim basis on June 24, 2019, pending University Senate review. The policy covers all members of the University community; the procedures provide specific detail on the process for reviewing complaints against faculty, staff, and students, and are applied depending on the constituency of the individual against whom a complaint is made.

In August 2019, the Senate Executive Committee (SEC) charged four Senate committees with consideration of the interim University of Maryland Sexual Misconduct Policy & Procedures. The SEC charged the Equity, Diversity, & Inclusion (EDI) Committee with reviewing the interim policy to ensure alignment with the USM Policy and state law; consulting with a range of stakeholders; and recommending changes to University interim Policy, as appropriate (Appendix 2). The SEC separately charged the Student Conduct Committee, the Faculty Affairs Committee, and the Staff Affairs with reviewing the Procedures.

UNIVERSITY OF MARYLAND SEXUAL MISCONDUCT POLICY & PROCEDURES

The University's Sexual Misconduct Policy & Procedures outline the University's approach to addressing all forms of sexual misconduct involving University faculty, staff, and students, in alignment with federal and state discrimination laws. The Policy defines specific conduct that is prohibited, provides information on resources for victims of sexual misconduct, and outlines broad principles that govern the process for handling reports of sexual misconduct. The Procedures detail the specific processes faculty, staff, and students will go through during a Sexual Misconduct investigation and explain the process from the receipt of a complaint through investigation and adjudication. The Procedures outline possible sanctions or disciplinary action that may come as a result of a Finding of responsibility, as well as provide a process for appealing a finding and/or sanctions, depending on the case.

In 2018, the Maryland General Assembly passed [Senate Bill 607](#) (Higher Education - Sexual Assault Policy – Disciplinary Proceedings Provisions). The law affected disciplinary proceedings for sexual misconduct cases at state higher education institutions and required that institutional policies include an enumeration of specific student rights. It also established a framework for current or former students to access counsel paid for by the Maryland Higher Education Commission (MHEC) through a list of attorneys willing and able to represent students in Title IX cases. In spring 2019, the Maryland General Assembly passed [Senate Bill 396](#) (Higher Education – Legal Representation Fund for Title IX Proceedings). The legislation provided funding to MHEC to establish and administer the representation program to provide support in covering reasonable costs and attorney’s fees for current or former students involved in Title IX proceedings.

MHEC is in the process of implementing the attorney program developed by the recent changes in state law. MHEC has developed a website with information on the attorney program as a resource for current and former students. As it moves forward with implementing the program, MHEC will update the website with additional information and will publish a list of attorneys who have agreed that they are willing and able to represent students at low cost or on a pro bono basis. While current and former students will be able to use this list to help them retain an attorney, attorneys on the list will not be obligated to take any individual case.

On June 24, 2019, the University of Maryland Sexual Misconduct Policy was revised to incorporate provisions required by the new state laws from 2018 and 2019, and to align with the recent related changes to the USM Policy. The interim Policy incorporated two additional Sections: XI, Student Rights, and XII, Student Rights to an Attorney. These sections outline rights afforded to student parties throughout the process, including the right to an Advisor who may be an attorney. The sections also describe the new MHEC program through which current and former students may access counsel paid for by MHEC. The interim Procedures incorporated a statement indicating that parties who are students retain the rights outlined in the Policy throughout the process detailed in the Student, Faculty, and/or Staff Procedures.

COMMITTEE WORK

In fall 2019, the EDI Committee reviewed a range of materials, including the interim University of Maryland Sexual Misconduct Policy & Procedures, the USM Policy on Sexual Misconduct, Senate Bill 396 – Higher Education – Legal Representation Fund for Title IX Proceedings, and Senate Bill 607 – Higher Education – Sexual Assault Policy – Disciplinary Proceedings Provisions. The committee consulted with representatives from the Office of Civil Rights & Sexual Misconduct (OCRSM) and the Office of General Counsel (OGC). The committee also met with the Chair of the Student Conduct Committee and the Director of the Office of Student Conduct to better understand the impact that the interim Sexual Misconduct Policy has on students through the process detailed within the Student Procedures. Throughout its review, the EDI Committee worked in close consultation with the Student Conduct, Staff Affairs, and Faculty Affairs Committees, which were tasked with reviewing the corresponding procedures for their constituencies. The committees worked collaboratively to ensure that any revisions to the Policy were aligned with the corresponding information in the Procedures.

At its meeting on September 25, the committee reviewed Section XI, Student Rights. The committee agreed that the section title was misleading, as many of the listed rights apply to faculty and staff as well. The committee determined there would be value in addressing rights common to all by changing the name of the section to “Rights of Complainants and Respondents,” and moving student-specific rights, such as those related to the MHEC attorney program, to Section XII. The committee changed the title of Section XII to “Legal Representation Fund for Title IX Proceedings (Students Only)” to similarly more accurately convey the focus of that section. The committee also added language

clarifying that students are not guaranteed legal representation from MHEC, nor are they required to retain an attorney.

Throughout its review, the committee restructured and reorganized sections XI and XII to align each with standard University policy structure, removed legalistic language, and added clarifying language. The committee reviewed the Definitions section of the Policy, in order to align defined terms with the information provided in Section XI. The committee felt it necessary to add definitions of “Support Person” and “Advisor,” as both terms are used in Section XI. The committee eliminated the redundant definition “Coercion” after learning it was added by the University rather than USM during a previous revision and expanded the definition of “Sexual Coercion” to include illustrative examples. The committee discussed the similarities between the definitions of “Sexual Coercion” and “Sexual Exploitation,” and determined that each would be used in different circumstances, so each merited its own definition in the Prohibited Conduct section of the Policy. The committee also confirmed with OCRSM that the “mediation or other informal mechanisms” specified in the interim policy was congruent with the “Alternative Resolution” process that was detailed in the procedures.

The committee also identified concerns with Section XII, discussed the use of website links, and the definition of “Responsible University Employee” within the policy. Given that the scope of the charge was narrowly focused on ensuring the Sexual Misconduct Policy reflect recent changes in state law and USM policy, the committee decided to make an administrative recommendation that the Sexual Misconduct Policy be reviewed at a future date. The committee deliberated whether or not to recommend OCRSM preliminarily provide revisions for the committee to consider beforehand but ultimately decided that EDI should be responsible for its review. The committee was also informed that a possible change in federal guidance to Title IX proceedings may precede their recommended comprehensive review, in which case, the committee would be charged to review an interim policy that incorporates the new federal guidance.

After due consideration, the Equity, Diversity, & Inclusion Committee voted to approve the proposed University of Maryland Sexual Misconduct Policy and an administrative recommendation at its meeting on November 6, 2019, contingent on their review by the OGC.

RECOMMENDATIONS

The Equity, Diversity, & Inclusion Committee recommends that the University of Maryland Policy on Sexual Misconduct be revised as indicated in the policy document immediately following this report.

The EDI Committee recommends that it be charged with conducting a comprehensive review of the University of Maryland Policy on Sexual Misconduct to ensure that it aligns with best practices.

APPENDICES

Appendix 1 — Past Senate Action on University of Maryland Sexual Misconduct Policy & Procedures

Appendix 2 — Charge from the Senate Executive Committee



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

VI-1.60(A) UNIVERSITY OF MARYLAND SEXUAL MISCONDUCT POLICY & PROCEDURES

(Approved on an interim basis October 13, 2014; Amended May 4, 2015; Amended October 1, 2015; Amended March 21, 2016; Amended May 13, 2016; Amended and approved on an interim basis by the President June 24, 2019)

- I. Policy Statement
- II. Applicability
- III. Definitions
- IV. Prohibited Conduct
- V. Sanctions
- VI. Confidential Resources
- VII. Reporting Sexual Misconduct
- VIII. Interim Protective Measures
- IX. Retaliation
- X. Complaint Procedures
- XI. **Student Rights of Complainants and Respondents**
- XII. ~~Student Rights to an Attorney~~ **Legal Representation Fund for Title IX Proceedings (Students Only)**
- XIII. Steps to Take Following a Sexual Assault
- XIV. Campus Safety
- XV. Consensual Relationships and Professional Conduct
- XVI. External Government Agencies That Address Complaints of Sexual Misconduct

I. POLICY STATEMENT

Sexual Misconduct is a form of sex discrimination prohibited by federal and state discrimination laws, including Title IX of the Education Amendments of 1972 and Title VII of the Civil Rights Act. In addition, some forms of Sexual Misconduct violate the criminal laws of the State of Maryland. Sexual Misconduct is also a form of sex discrimination in violation of the University of Maryland Non-Discrimination Policy and Procedures:

<http://www.president.umd.edu/administration/policies/section-vi-general-administration/vi-100b>.

However, this Policy supersedes the “Non-Discrimination Policy and Procedures” with respect to matters of Sexual Misconduct. The University will respond to complaints of Sexual Misconduct

in accordance with the provisions of the Sexual Misconduct Policy and accompanying investigation and adjudication procedures.

The Office of Civil Rights & Sexual Misconduct (OCRSM) shall receive notice of all reports of Sexual Misconduct received by any individual deemed a “Responsible University Employee” under this policy. No employee (other than law enforcement) is authorized to investigate or resolve reports of Sexual Misconduct without the involvement of the Title IX Officer.

The Title IX Officer is responsible for coordinating the University’s efforts to comply with and carry out its responsibilities under Title IX:

**Grace C. Karmioli, Director
Title IX Officer**

Office of Civil Rights & Sexual Misconduct (OCRSM)

University of Maryland

3101 Susquehanna Hall

4200 Lehigh Road

College Park, MD 20742-5025

E-mail: gkarmioli@umd.edu | titleixcoordinator@umd.edu

Phone: 301-405-1142

Fax: 301-405-2837

Website: www.ocrsm.umd.edu

The OCRSM is responsible for overseeing the University’s training and educational programs related to Sexual Misconduct. To learn more about various resources, on-going training initiatives, and education programs for students, faculty, and staff, please consult the office’s website for more current and up-to-date information.

All persons involved in responding to, investigating, or adjudicating Sexual Misconduct reports, or who are involved in the Sexual Misconduct complaint investigation and resolution processes, will participate in annual training in receiving, investigating, and handling complaints of Sexual Misconduct under the University’s policy and procedures.

The University of Maryland is committed to a working and learning environment free from Sexual Misconduct. Sexual Misconduct is a broad term used to describe a range of behavior, including Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence, Sexual Violence, Relationship Violence, Sexual Coercion, Sexual Exploitation, Sexual Intimidation, and Stalking. Sexual Misconduct will not be tolerated. It corrupts the integrity of the educational process and work environment, and violates the core mission and values of the University.

Creating an environment free from Sexual Misconduct is the responsibility of all members of the University community. The University is committed to fostering a campus climate free from Sexual Misconduct through training, education and prevention programs, and through policies and procedures that promote prompt reporting, prohibit retaliation, and promote timely, fair and impartial investigation and resolution of Sexual Misconduct cases. In responding to complaints

of Sexual Misconduct, the University will take appropriate steps to eliminate the Sexual Misconduct, prevent its recurrence, and address its effects.

II. APPLICABILITY

The University has jurisdiction over all Title IX complaints made in connection with University programs and activities, and this policy applies to all members of the University community, including students, faculty, and staff. It also applies to contractors and other third parties within the University's jurisdiction. This policy applies to Sexual Misconduct:

- on University premises, in any University facility, or on University property;
- at any University sponsored, recognized, or approved program, visit, or activity, regardless of location;
- 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; or
- that otherwise threatens the health and/or safety of a member of the University community.

III. DEFINITIONS

~~“Coercion” includes conduct, intimidation, and express or implied threats of physical or emotional harm that would reasonably place an individual in fear of immediate or future harm and that is employed to persuade or compel someone to engage in sexual contact. Examples of Coercion include causing the deliberate Incapacitation of another person; conditioning an academic benefit or employment advantage on submission to the sexual contact; threatening to harm oneself if the other party does not engage in sexual contact; or threatening to disclose an individual’s sexual orientation, gender identity, gender expression, or other personal sensitive information if the other party does not engage in the sexual contact.~~

“Advisor” means a person chosen by the Complainant or Respondent to provide advice and consultation to a party. An Advisor is a non-participant who may be an attorney or another individual. An Advisor cannot be a witness or provide evidence in a case. An Advisor shall not be an active participant or speak on behalf of the parties.

“Complainant” refers to the individual who files a Sexual Misconduct complaint, alleging a violation of this Policy.

“Confidential” refers to communications between two parties where one party, based on their professional status, has the ability to ensure the communications between the two parties are legally protected as private.

“Consent” means a knowing, voluntary, and affirmatively communicated willingness to participate in a particular sexual activity or behavior. Only a person who has the ability and capacity to exercise free will and make a rational, reasonable judgment can give Consent. Consent may be expressed either by words and/or actions, as long as those words and/or actions

create a mutually understandable agreement to engage in specific sexual activity. It is the responsibility of the person who wants to engage in sexual activity to ensure that they have consent from the other party, and that the other party is capable of providing Consent.

- Lack of protest or resistance is not consent. Nor may silence, in and of itself, be interpreted as Consent. For that reason, relying solely on non-verbal communication can lead to misunderstanding.
- Previous relationships, including past sexual relationships, do not imply Consent to future sexual acts.
- Consent to one form of sexual activity cannot automatically imply Consent to other forms of sexual activity.
- Consent must be present throughout sexual activity and may be withdrawn at any time. If there is confusion as to whether there is consent or whether prior consent has been withdrawn, it is essential that the participants stop the activity until the confusion is resolved.
- Consent cannot be obtained by use of physical force **or Sexual Coercion, threats, intimidating behavior, or coercion. Coercion is pressuring another person into sexual activity.**

It is a violation of this Policy to engage in sexual activity with someone you know, or should know, is Incapacitated. Incapacitated, for purposes of this Policy, means that the person's decision-making ability is impaired such that they lack the capacity to understand the "who, what, where, why, or how" of their sexual interaction. Incapacitation may result from: sleep or unconsciousness, temporary or permanent mental or physical disability, involuntary physical restraint, or the influence of alcohol, drugs, medication, or other substances used to facilitate Sexual Misconduct.

"Incapacitated" An individual who is Incapacitated is unable to give Consent to sexual contact. States of Incapacitation include sleep, unconsciousness, intermittent consciousness, or any other state where the individual is unaware that sexual contact is occurring. Incapacitation may also exist because of a mental or developmental disability that impairs the ability to Consent to sexual contact. Alcohol or drug use is one of the prime causes of Incapacitation. Where alcohol or drug use is involved, Incapacitation is a state beyond intoxication, impairment in judgment, or "drunkenness." Because the impact of alcohol or other drugs varies from person to person, evaluating whether an individual is Incapacitated, and therefore unable to give Consent, requires an assessment of whether the consumption of alcohol or other drugs has rendered the individual physically helpless or substantially incapable of:

- making decisions about the potential consequences of sexual contact;
- appraising the nature of one's own conduct;
- communicating Consent to sexual contact; or
- communicating unwillingness to engage in sexual contact.

"Interim Protective Measures" means reasonably available steps the University may take to protect the parties pending a University investigation and adjudication of Sexual Misconduct.

“Respondent” means the individual accused of engaging in Prohibited Conduct under this Policy.

“Responsible University Employee” includes all University administrators, supervisors in non-confidential roles, faculty members, campus police, coaches, athletic trainers, resident assistants, and non-confidential first responders.

“Support Person” means a person chosen by the Complainant or Respondent to provide emotional, logistical, or other kinds of assistance. The Support Person is a non-participant who is present to assist a Complainant or Respondent by taking notes, providing emotional support and reassurance, organizing documentation, or consulting directly with the party in a way that does not disrupt or cause any delay. A Support Person shall not be an active participant or a witness, and the parties must speak for themselves.

“Title IX Officer” refers to the individual designated by the President of the University to: 1) oversee the University’s response to Sexual Misconduct reports and complaints and identify and address any patterns or systemic problems revealed by such reports and complaints; 2) conduct Sexual Misconduct investigations; 3) oversee, review content, and, in collaboration with other University offices, conduct training for students, faculty, and staff on Sexual Misconduct issues; 4) ensure that appropriate policies and procedures are in place for responding to complaints of Sexual Misconduct against faculty, staff, and students; and 5) work with local law enforcement to ensure coordinated responses to Sexual Misconduct cases.

IV. PROHIBITED CONDUCT

“Dating Violence” encompasses a broad range of behaviors, including Sexual Assault, physical abuse, and other forms of violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the Complainant, considering the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved.

“Domestic Violence” encompasses a broad range of behaviors, including Sexual Assault, physical abuse and other forms of violence committed by a current or former spouse or intimate partner of the Complainant, by a person with whom the Complainant shares a child in common, by a person who is cohabitating with or has cohabitated with the Complainant as a spouse or intimate partner, by a person similarly situated to a spouse of the Complainant, or by any other person against an adult or youth Complainant protected from those acts by domestic or family violence laws of Maryland.

“Relationship Violence” encompasses a broad range of behaviors, including Sexual Assault, physical abuse and other acts, threats, or a pattern of abusive behavior of a physical or sexual nature by one partner intended to control, intimidate, manipulate, humiliate, frighten, coerce, or injure the other. These acts may be directed toward a spouse, an ex-spouse (also referred to as “Domestic Violence”), or by a current or former intimate partner (also referred to as “Dating Violence”).

“Retaliation” means intimidating, threatening, coercing, or discriminating against an individual for the purpose of interfering with any right or privilege secured by law or University policy relating to Sexual Misconduct, or because an individual has made a report, filed a complaint, testified, assisted, or participated in any manner in an investigation or proceeding related to Sexual Misconduct. Retaliation includes retaliatory harassment.

“Sexual Assault” is any type of actual or attempted sexual contact with another individual without that person’s Consent, including sexual intercourse (rape) and attempted sexual intercourse (attempted rape).

Sexual Assault I. – Non-Consensual Sexual Intercourse

Any act of sexual intercourse with another individual without Consent (rape). This includes penetration, no matter how slight, of (1) the vagina or anus of a person by any body part of another person or by an object, or (2) the mouth of a person by a sex organ of another person, without that person’s Consent.

Sexual Assault II. – Non-Consensual Sexual Contact

Any unwanted intentional touching of the intimate body parts of another person, causing another to touch the intimate parts of oneself or another, or disrobing or exposure of another without Consent. Intimate parts may include genitalia, groin, breast, or buttocks, or clothing covering them, or any other body part (including one’s own) that is touched in a sexual manner. Non-consensual sexual contact includes attempted sexual intercourse without Consent (attempted rape).

“Sexual Coercion” means the use of unreasonable pressure in an effort to compel another individual to initiate or continue sexual activity against the individual’s will. A person’s words or conduct are sufficient to constitute **Sexual eCoercion** if they wrongfully impair another individual’s freedom of will and ability to choose whether or not to engage in sexual activity. **Sexual Coercion** includes but is not limited to intimidation, manipulation, **express or implied** threats of emotional or physical harm, and/or blackmail. Examples of **Sexual eCoercion** include **but are not limited to causing the deliberate Incapacitation of another person; conditioning an academic benefit or employment advantage on submission to the sexual contact; threatening to harm oneself if the other party does not engage in sexual contact; or threatening to disclose another individual’s ~~private-sexual~~ sexual orientation, gender identity, gender expression, or other personal sensitive information if the other party does not engage in the sexual contact, or threatening to harm oneself if the other party does not engage in the sexual activity.**

“Sexual Exploitation” means taking non-consensual or abusive sexual advantage of another person for one’s own advantage or benefit or for the advantage or benefit of anyone other than the person being exploited.

“Sexual Harassment” means: (a) unwelcome sexual advances; (b) unwelcome requests for sexual favors; or (c) other behavior of a sexual or gender-based nature where: (i) submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s

employment, evaluation of academic work, or participation in a University-sponsored educational program or activity; (ii) submission to or rejection of such conduct by an individual is used as the basis for an academic, employment, or activity or program participation decision affecting that individual; or (iii) such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance, i.e., it is sufficiently severe or pervasive to create an intimidating, hostile, humiliating, demeaning, or sexually offensive working, academic, residential, or social environment.

“Sexual Intimidation” means threatening behavior of a sexual nature directed at another person, such as threatening to sexually assault another person or engaging in indecent exposure.

“Sexual Misconduct” is an umbrella term that encompasses Dating Violence, Domestic Violence, Sexual Violence, Sexual Harassment, Sexual Assault, **Sexual Coercion**, Sexual Exploitation, Sexual Intimidation, Relationship Violence, and Stalking. Sexual Misconduct can occur between strangers or acquaintances, including people involved in an intimate or sexual relationship. Sexual Misconduct can be committed by any person, regardless of gender identity, and can occur between people of the same or different sex, sexual orientation, or gender expression.

“Sexual Violence” means physical sexual acts perpetrated without Consent. Sexual Violence includes but is not limited to Sexual Harassment, Sexual Coercion, and Sexual Assault.

“Stalking” means repeated, unwanted attention; physical, verbal, or electronic contact; or any other course of conduct directed at an individual that is sufficiently serious to cause physical, emotional, or psychological fear or to create a hostile, intimidating, or abusive environment for a reasonable person in similar circumstances and with similar identities. Stalking may involve individuals who are known to one another or who have a current or previous relationship or may involve individuals who are strangers.

V. SANCTIONS

Both parties shall be informed of the outcome of any investigative and adjudicative process based on a violation of this policy. The University shall not publicly disclose personally identifiable information about either of the parties, except as required by law.

Employees. Employees found in violation of this policy are subject to disciplinary action ranging from a written reprimand up to and including termination of employment, depending on the circumstances.

Students. Students found in violation of this policy are subject to disciplinary action based on the circumstances and nature of the violation. Sanctions include, but are not limited to: dismissal from the University (suspension or expulsion), removal from University housing, disciplinary probation, and other sanctions such as a community service and mandatory and continuing participation in Sexual Misconduct education programming.

Persons who commit Sexual Misconduct in violation of federal, state, or local law may also be subject to criminal charges and penalties.

VI. CONFIDENTIAL RESOURCES

Generally, it is not confidential when a person reports Sexual Misconduct. If a person desires to keep an incident of Sexual Misconduct confidential, they should speak with individuals who have professional or legal obligations to keep communications confidential. When seeking advice and support, persons should always consider whether they want to discuss their concerns with a confidential resource. Unless there is an imminent threat to health or safety or other basis for disclosure, such as child abuse, confidentiality applies when persons seek services from the following resources:

A. ON-CAMPUS

Campus Advocates Respond and Educate (CARE) to Stop Violence

University Health Center Office 301-314-2222

24/7 Help Line (call/text) 301-741-3442

www.health.umd.edu/care or uhc-care@umd.edu

This service is a free and confidential resource that provides support, assistance, and advocacy to any member of the University community impacted by Sexual Misconduct. Its mission is to respond to incidents of Sexual Misconduct, including Sexual Assault, Relationship Violence, Stalking, and Sexual Harassment.

Faculty Staff Assistance Program (FSAP) 301-314-8170 or 301-314-8099

This program is a confidential assessment, referral, and counseling service staffed by trained mental health professionals. FSAP is available to all University of Maryland employees and their family members at no charge. Faculty and staff may consult with a counselor for many different reasons, including Sexual Misconduct.

University Counseling Center 301-314-7651

www.counseling.umd.edu

The University of Maryland Counseling Center provides comprehensive psychological and counseling services to meet the mental health and developmental needs of students and others in the University community. Staffed by counseling and clinical psychologists, the Counseling Center offers a variety of services to help students, faculty, staff, and the community deal with issues concerning them.

University Health Center, Mental Health Service 301-314-8106

www.health.umd.edu/mentalhealth/services

The Mental Health Service is staffed by psychiatrists and licensed clinical social workers and offers confidential services including short-term psychotherapy, medication evaluations, crisis intervention, and group psychotherapy.

Campus Chaplains 301-405-8450 or 301-314-9866

http://thestamp.umd.edu/memorial_chapel/chaplains

The Campus Chaplains represent 14 faith communities and work collectively to serve the spiritual needs of all members of the University community.

B. OFF-CAMPUS

Domestic Violence and Sexual Assault Center at UM Prince George's Hospital 301-618-3154 - 24 hours (3001 Hospital Drive, Cheverly, MD 20785)

Persons who experience sexual assault can access a Sexual Assault Forensic Exam (SAFE) within 72 hours of an assault. Each Maryland County has a hospital that provides SAFE exams. A SAFE exam is available at UM Prince George's Hospital Center. To find a SAFE provider in other counties call 1-800-656-4653. SAFE exams and attention to medical needs are available without having to reveal a person's identity to the police.

Maryland Coalition Against Sexual Assault (MCASA)

Statewide Sexual Assault Information and Referral help line 1-800-983-RAPE

MCASA is a statewide coalition of 17 rape crisis and recovery centers that serve all of Maryland's jurisdictions. MCASA works to help prevent Sexual Assault, advocate for accessible, compassionate care for survivors of Sexual Violence, and works to hold offenders accountable.

Maryland Network against Domestic Violence

1-800-MD-HELPS

The Maryland Network Against Domestic Violence is the state Domestic Violence coalition that brings together victim service providers, allied professionals, and concerned individuals for the common purpose of reducing intimate partner and family violence. The Network accomplishes this goal by providing education, training resources, and advocacy to advance victim safety and abuser accountability.

Disclosures or reports made to any other entities except those listed above are *not* confidential. For instance, if you discuss an incident of Sexual Misconduct with your supervisor, a resident assistant, a coach, or faculty member, those persons are "Responsible University Employees" and, as such, are obligated pursuant to this policy to report the Sexual Misconduct to the Title IX Officer.

The University recognizes that Sexual Misconduct is a sensitive issue for all parties involved and is committed to operating with discretion, and maintaining the privacy of individuals to the greatest extent possible under applicable law.

VII. REPORTING SEXUAL MISCONDUCT

Obligations of "Responsible University Employee." A "Responsible University Employee" (see Definitions) must promptly notify the Title IX Officer in the OCRSM of any report of Sexual Misconduct brought to their attention, including campus law enforcement. The Title IX Officer works collaboratively with the reporting entity, making every effort to operate with discretion and maintain the privacy of the individuals involved.

Prompt reporting is encouraged. Persons are encouraged to report Sexual Misconduct promptly in order to maximize the University's ability to obtain evidence, identify potential witnesses, and conduct a thorough, prompt, and impartial investigation. While there are no time limits to reporting Sexual Misconduct, if too much time has passed since the incident occurred, the delay may result in loss of relevant evidence and witness testimony, impairing the University's ability to respond and take appropriate action.

All reports of Sexual Misconduct will be responded to immediately and appropriate action will be taken in accordance with the University's Sexual Misconduct Complaint Procedures (see *Appendices A, B, C*). If the University determines that Sexual Misconduct has occurred, it will take prompt and effective steps to eliminate the Sexual Misconduct, prevent its recurrence, and address its effects.

The University strives to take appropriate action, including investigation and resolution of complaints, within sixty (60) business days from when the complaint was filed. The University may extend the time frames set forth in this policy for good cause, with written notice to both parties of the delay and the reason for the delay. Exceptions to this timeframe may vary depending on the complexity of the investigation, access to relevant parties, and the severity and extent of the misconduct.

~~Students, faculty, staff and third parties may file a report.~~ Sexual Misconduct **by students, faculty, staff, and third parties** should be reported to:

Office of Civil Rights & Sexual Misconduct (OCRSM) 301-405-1142

www.ocrsm.umd.edu | titleixcoordinator@umd.edu

The mission of the Office of Civil Rights & Sexual Misconduct (OCRSM) is to support the University's commitment to a working and learning environment free from Sexual Misconduct and Relationship Violence. The core services of the OCRSM include: oversight for all institutional responses to Sexual Misconduct and Relationship Violence, ensuring University compliance with federal statutory and regulatory requirements, promoting best practices in responding to victims of Sexual Violence and holding respondents accountable, receiving and investigating reports of Sexual Misconduct and Relationship Violence, and increasing access to information and available resources to the University community. The office seeks to work collaboratively across all University constituent groups and create a climate where diversity, inclusion, and respect inform all processes.

Sexual Misconduct committed by students may also be reported to:

Office of Student Conduct (OSC), Division of Student Affairs 301-314-8204

www.studentconduct.umd.edu | studentconduct@umd.edu

The Office of Student Conduct (OSC) administers adjudicative processes involving students who commit violations of the University of Maryland Code of Student Conduct and can provide assistance to students who wish to report incidents of Sexual Misconduct.

Office of Rights and Responsibilities, Department of Resident Life 301-314-7598

www.reslife.umd.edu/rights | drl-rr@umd.edu

The Office of Rights and Responsibilities administers adjudicative processes involving students who commit conduct violations of the Residence Hall Rules and the University of Maryland Code of Student Conduct in on-campus residence halls and can provide assistance to students who wish to report incidents of Sexual Misconduct.

Reporting a crime. Sexual Misconduct, particularly Sexual Violence, may be a crime. The University will assist Complainants who wish to report Sexual Misconduct to law enforcement authorities, including campus police. Representatives of the OCRSM, OSC, Office of Rights & Responsibilities, and Campus Advocates Respond and Educate (CARE) to Stop Violence Office in the University Health Center are available to assist students in reporting to campus police. Campus police will also assist Complainants in notifying other law enforcement authorities in other jurisdictions, as appropriate. To report to the University of Maryland Police, please call 301-405-3555.

Because the standards for a violation of criminal law are different from the standards for a violation of this policy, criminal investigations and proceedings are not determinative of whether a violation of this Policy has occurred. In other words, conduct may violate this Policy even if law enforcement agencies or local prosecutors decline to prosecute. Complaints of Sexual Misconduct and related internal University processes may occur prior to, concurrent with, or following criminal proceedings off campus.

Upon receipt of a report of Sexual Misconduct that may constitute a crime, campus police will advise the student that in addition to making a criminal report, they also have the right to file a complaint with the University and engage the University's investigation and adjudicative processes under this Policy. In addition, as Responsible University Employees under this policy, campus police who receive any type of report of Sexual Misconduct, whether it rises to the level of a crime or not, shall promptly notify the Title IX Officer at titleixcoordinator@umd.edu.

Co-Occurring Criminal Action. Proceeding with a University investigation and adjudication of a complaint of Sexual Misconduct under this policy is independent of any criminal investigation or proceeding. Reporting to law enforcement does not preclude a person from proceeding with a complaint of Sexual Misconduct under this policy. The University is required to conduct an investigation in a timely manner, which means, in most cases, the University will not wait until a criminal investigation or proceeding is concluded before conducting its own investigation, implementing Interim Protective Measures, and taking appropriate action. However, *at the request of law enforcement*, the Title IX Officer may defer its fact gathering until the initial stages of a criminal investigation are complete. If such a request is made, University of Maryland Police will submit the request in writing and the Complainant will be notified. In addition, when possible, in cases where there is a co-occurring criminal investigation by University of Maryland Police, Prince George's County Police, or the local prosecutor's office, the OCRSM will work collaboratively and supportively with each respective agency within the parameters outlined above. The OCRSM will communicate any necessary delays in the University's investigative process to both parties in the event of a deferral.

The OCRSM shall not disclose information about Sexual Misconduct complaints to third parties (persons other than those in the University community with a need to know) except as may be required or permitted by federal or state law. If a report of Sexual Misconduct discloses a serious and on-going threat to the University community, the University of Maryland Police may issue a timely warning of the conduct under the Clery Act in the interests of the health and safety of the University community. This notice will not contain any personally identifying information related to the Complainant.

Amnesty for Students Who Report Sexual Misconduct

The University recognizes that a student who is under the influence of alcohol and/or drugs when an incident of Sexual Misconduct occurs, may be reluctant to report the Sexual Misconduct out of concern they may face disciplinary sanctions for engaging in prohibited alcohol or drug use. As such, a student who reports Sexual Misconduct to the University or law enforcement, or who participates in a Sexual Misconduct investigation either as a Complainant or third party witness, will not face disciplinary action for violating University drug and alcohol policies. This amnesty provision applies only when the University determines that: (1) the drug/alcohol violation occurred during or near the time of the reported Sexual Misconduct; (2) the student acted in good faith in reporting or participating as a witness; and (3) the violation was not likely to place the health or safety of another individual at risk.

Requests for Confidentiality

If a Complainant requests that their name not be disclosed or that the University not investigate or take action against the respondent, the Title IX Officer or designee will determine whether or not it can honor such a request while still providing a safe and non-discriminatory environment for all students, faculty, and staff, including the Complainant. The Title IX Officer shall make a determination as to whether the Complainant's request can be honored, by considering the following factors:

- circumstances that suggest there is an increased risk of the Respondent committing additional acts of Sexual Misconduct or other violence (e.g., whether there have been other Sexual Misconduct complaints about the same Respondent);
- whether the Respondent has any documented history of violence known to the University;
- whether the Respondent threatened further Sexual Misconduct or other violence against the Complainant or others that is known to the University;
- whether the Sexual Misconduct was committed by multiple persons;
- whether the Sexual Misconduct was perpetrated with a weapon;
- the age of the Complainant subjected to the Sexual Misconduct; and
- whether the University possesses other means to obtain relevant evidence (e.g., security cameras or personnel, physical evidence).

VIII. INTERIM PROTECTIVE MEASURES

Reports of Sexual Misconduct in violation of this Policy may require immediate protective measures to protect the safety and well-being of the parties and/or the University community

pending the outcome of the investigative and adjudicative processes. Interim protective measures may include the following:

No Contact Order. A no contact order is an official University directive that serves as notice to an individual that they must not have verbal, electronic, written, or third party communications with another individual.

For Students:

- *Academic accommodations*, such as, assistance in transferring to another section of a lecture or laboratory, assistance in arranging for incompletes, leaves or withdrawal from campus, or rearranging class schedules, and
- *Housing accommodations*, such as, facilitating changes in on-campus housing location to alternate housing, assistance in exploring alternative housing off-campus, and
- *Employment accommodations*, such as, arranging for alternate University employment, different work shifts, etc., and
- *Transportation and parking accommodations*.

For Employees:

- *Employment accommodations*, such as, temporary assignment, if appropriate, to other work duties and responsibilities, or other work locations, or other work groups/teams or alternative supervision/management, and
- *Transportation and parking accommodations*.

IX. RETALIATION

Complaints of Retaliation. Individuals who engage in retaliatory behavior against a reporting party or party participating in an investigation are in violation of this policy and will be subject to appropriate disciplinary action pursuant to the procedures for this policy. Individuals who believe they have experienced retaliation in violation of this policy should immediately report such conduct to the Title IX Officer at titleixcoordinator@umd.edu.

X. COMPLAINT PROCEDURES

Standard of Review. The standard of review for all complaints based on a violation of this policy is preponderance of the evidence, **which means that based on the totality of the evidence, it is more likely than not that the violation occurred.** This is the same standard of review that is used in other **student** disciplinary proceedings of the institution, **such as student for-code-of** conduct violations involving discrimination or harm to another individual.

Complaints Against Students. Complaints against students based on a violation of this policy will be reviewed in accordance with the procedures set forth in *Appendix A*.

Complaints Against Staff. Complaints against staff based on a violation of this policy will be reviewed in accordance with the procedures set forth in *Appendix B*.

Complaints Against Faculty. Complaints against faculty members based on a violation of this policy will be reviewed in accordance with the procedures set forth in *Appendix C*.

Complaints Against Third Parties Not Affiliated With the University. If a member of the University community (student, faculty, or staff) is subjected to Sexual Misconduct by a third party not affiliated with the University on University premises or during University sponsored activities, the matter should be reported to the Title IX Officer. The University will take available and reasonable steps to address the Sexual Misconduct, prevent its recurrence, and address its effects at the University.

XI. STUDENT RIGHTS OF COMPLAINANTS AND RESPONDENTS

~~Throughout the process, student~~ All parties, including students, will be afforded the following rights: **treated with dignity, respect, and sensitivity by institution officials during all phases of the process. The accompanying Procedures are designed to allow for a fair and impartial investigation, as well as prompt and equitable proceedings and resolutions that provide an opportunity for all parties to be heard.**

- ~~▪ Treatment with dignity, respect, and sensitivity by institution officials during all phases of the disciplinary proceedings;~~
- ~~▪ A fair and impartial investigation; and~~
- ~~▪ Disciplinary proceedings and resolutions that are prompt and equitable and provide an opportunity for the parties to be heard;~~

All parties will be given ~~T~~timely written notice of:

- The reported violation, including the date, time and location, if known, of the alleged violation, and the range of potential sanctions associated with the alleged violation;
- ~~The party's~~ **Their** rights and responsibilities under this ~~p~~Policy and ~~p~~Procedures and information regarding other civil and criminal options;
- The date, time, and location of each hearing, meeting, or interview that the party is required or permitted to attend;
- ~~A~~ **The** final determination made by the adjudicating official or body regarding whether a policy violation occurred and the basis for the determination;
- Any sanction imposed, as permitted by law; and
- The rights to appeal and a description of the appeal process;

Throughout the process, all parties will be entitled to participate in the investigation and adjudication of complaints. All parties will be provided with ~~Participation in the disciplinary proceedings, including:~~

- Access to the case file and evidence regarding the incident obtained by the institution during the investigation or considered by the adjudicating official or body, with personally identifiable or other information redacted as required by applicable law;

- An opportunity to be heard through the process;
- An opportunity to submit evidence, witness lists, and suggest specific questions to be posed to the other party involved in the **disciplinary** process;
- An opportunity to participate without being required to be in the physical presence of the other party;
- An opportunity to review and provide written responses to reports and proposed findings; and
- An opportunity to appeal a determination or sanction;

~~Assistance by an Advisor who may be a licensed attorney, an advocate supervised by an attorney, or a trained advocate throughout the disciplinary proceedings, including by the attorney or advocate's:~~ **Any party may be accompanied to any hearing, meeting, or interview during the investigation and adjudication process by no more than two people, including one Support Person and one Advisor. A Support Person may provide emotional, logistical, or other assistance to the party. An Advisor, who may be an attorney, may consult privately with the party during meetings and interviews, except during questioning of the party at a hearing and may assist with the party's exercise of their rights during the proceedings.**

- ~~▪ Attendance at hearings, meetings, and interviews with the party;~~
- ~~▪ Private consultations with the party during meetings and interviews, except during questioning of the party at a hearing;~~
- ~~▪ Assistance with the party's exercise of any right during the disciplinary proceedings; and~~
- ~~▪ Notwithstanding whether a student accesses counsel paid for by the Maryland Higher Education Commission (MHEC), the presence of no more than two people, including a personal supporter of the party's choice, an attorney, or an advocate, at any hearing, meeting, or interview during the disciplinary proceedings;~~

~~Notice, before the start of the disciplinary proceedings, of:~~

- ~~▪ The student's right to the assistance of an attorney or an advocate;~~
- ~~▪ The legal service organizations and referral services available to the student; and~~
- ~~▪ The student's right to have a personal supporter of the student's choice at any hearing, meeting, or interview during the disciplinary proceedings;~~

~~Mediation or other informal mechanisms~~ **The accompanying Procedures will establish informal mechanisms for resolving complaints through Alternative Resolution. Alternative Resolution may be appropriate** for resolving a complaint if:

- **The alleged misconduct does not involve Sexual Assault or Sexual Coercion;**
- ~~▪ A complaining student requests an informal mechanism;~~
- All parties to the complaint, and the **institution Title IX Officer**, agree to the use of **the informal mechanism Alternative Resolution;**
- ~~The institution participates in the informal mechanism by providing trained staff;~~

- Either party has the opportunity to end the ~~informal mechanism~~ **Alternative Resolution** at any time in favor of a formal resolution proceeding; and
- **The Title IX Officer or designee participates in the Alternative Resolution process.**
- ~~The alleged misconduct does not involve Sexual Assault or Sexual Coercion.~~

XII. ~~STUDENT RIGHTS TO AN ATTORNEY~~ LEGAL REPRESENTATION FUND FOR TITLE IX PROCEEDINGS (STUDENTS ONLY)

Student Complainants and Respondents may elect to retain an attorney to serve as their Advisor, though assistance by an attorney is not required. **The Maryland Higher Education Commission (MHEC) has developed resources to assist current and former students in retaining an attorney to serve as an Advisor at no or low cost to the student. MHEC will provide a list of licensed attorneys who have indicated that they may represent students in Title IX proceedings on a pro bono basis or for reduced legal fees. A student's attorney may seek reimbursement of certain legal costs and fees from MHEC's Legal Representation Fund for Title IX Proceedings, subject to the availability of funding.**

Student parties shall be provided **notice of their right to assistance by an attorney as an Advisor at the beginning of the investigation and adjudication process, and shall be informed of the legal service organizations and referral services available to the student. Student parties may select and retain an attorney as an Advisor at any point before the conclusion of the process.**

- ~~The Policy permits a current or former student who makes a complaint or responds to a complaint on which a formal Title IX investigation is initiated, and who was enrolled as a student at the institution at the time of the incident that is the basis of the complaint, to access counsel paid for by the Maryland Higher Education Commission (MHEC), unless the student knowingly and voluntarily chooses not to have counsel, and provides that in accordance with the Code of Maryland Regulations (COMAR) 13B.09.01;~~
- ~~A student may select and retain an attorney before the conclusion of the formal Title IX proceedings;~~
- ~~A student may obtain from MHEC, through MHEC's website, a list of licensed attorneys who have indicated that they will represent such students in Title IX proceedings on a pro bono basis or for reduced legal fees; and~~
- ~~A student's attorney may seek reimbursement of certain legal costs and fees from MHEC's Legal Representation Fund for Title IX Proceedings, subject to the availability of funding.~~

XIII. STEPS TO TAKE FOLLOWING A SEXUAL ASSAULT

Stay Warm. Persons who experience Sexual Assault may be in a state of shock. It is important to stay warm by wrapping up in a blanket or coat. This will help recovery from shock and make it less likely that physical evidence is disturbed.

Get to a Safe Place and Seek Emotional Support. Talking with a trusted friend or relative or someone who is professionally trained to deal with sexual assault like a confidential CARE

advocate or mental health professional at the University Health Center can help you make decisions about what to do. Whether you decide to go to law enforcement or not, it is important to take care of your own emotional needs. Professional counseling may be beneficial.

Preserve Evidence. If possible, consider taking steps to preserve physical evidence - on the body and at the location of an assault. It is important not to shower or bathe, eat or drink, brush teeth or gargle, change clothes, urinate or defecate, brush or comb hair, or smoke. Clothing worn at the time of an assault should not be washed but placed in a paper bag “as is” and brought to the hospital. In order to avoid forgetting important details, write down the facts about the accused and the assault.

Seek Medical Attention. It is important to seek medical attention as soon as possible. A medical examination will ensure appropriate medical treatment, including testing for pregnancy or sexually transmitted infections. You may also want to obtain a Sexual Assault Forensic Exam (SAFE). A SAFE exam allows for the collection of evidence and can ensure any physical evidence is preserved in the event of a report to law enforcement. A SAFE exam may be obtained within 72 hours after an assault at:

Domestic Violence and Sexual Assault Center at UM Prince George’s Hospital
301-618-3154
<https://www.umms.org/capital/health-services/domestic-violence-sexual-assault>

XIV. CAMPUS SAFETY

The health and safety of all members of the University community are the University’s primary concern. The University makes the following services available:

Emergency Phones

University of Maryland Police Emergency Response Telephones (PERT), recognized by a blue light affixed to each station, are available throughout campus. By activating the phone, an individual will be automatically connected to a campus police dispatcher who is immediately alerted to the location of the phone.

24 Hour Walking Escort Service/Student Police Auxiliary Foot Patrol **301-405-3555 or blue light emergency PERT phone**

The University of Maryland Police Department provides a walking escort service 24 hours a day for anyone who feels unsafe while walking on campus. The Student Police Auxiliary foot patrol program provides walking escorts, conducted by University of Maryland Police officers when the foot patrol program is out of service or if requested and available.

University Department of Public Safety
301-405-3555 (non-emergency) or 301-405-3333 (emergency)
Local Police in ANY location - 911

Persons who experience Sexual Misconduct are strongly encouraged to contact the University of Maryland Police. If a person is not certain whether criminal conduct is involved, an officer can assist in determining whether a crime has occurred. If Sexual Misconduct occurred off campus, an officer can assist in contacting the appropriate law enforcement agency. A student can request and receive the assistance of campus police without making a criminal complaint. Campus police can also assist in accompanying the student to a hospital that can provide a Sexual Assault Forensic Exam (SAFE) to both ensure appropriate medical treatment and the timely collection of physical evidence in the event the person seeks to make a criminal complaint.

XV. CONSENSUAL RELATIONSHIPS AND PROFESSIONAL CONDUCT

Sexual relationships that occur in the context of educational or employment supervision and evaluation present potential conflicts of interest. Relationships in which one party maintains a supervisory or evaluative responsibility over the other also reflect an imbalance of power, leading to doubt as to whether such relationships are truly consensual. For these reasons, the University *strongly* discourages such relationships.

Because of the potential conflicts of interest, persons involved in consensual sexual relationships with anyone over whom they have supervisory and/or evaluative responsibilities *must inform their supervisor(s)* of the relationship(s). Supervisory or evaluative responsibilities may be reassigned, as appropriate. While no relationships are expressly prohibited by this policy, failure to self-report such relationships in a timely manner, as required by this policy, may result in disciplinary action.

XVI. EXTERNAL GOVERNMENT AGENCIES THAT ADDRESS COMPLAINTS OF SEXUAL MISCONDUCT

Employee complaints relating to Sexual Misconduct may also be filed with:

Equal Employment Opportunity Commission

GH Fallon Federal Building
31 Hopkins Plaza, Suite 1432
Baltimore, MD 21201
Phone: 1-800-669-4000
Fax: 410-209-2221
TTY: 1-800-669-6820
Website: <https://egov.eeoc.gov/eas/>

Maryland Commission on Civil Rights

William Donald Schaefer Tower
6 Saint Paul Street, Ninth Floor
Baltimore, MD 21202-1631
Phone: 410-767-8600
Fax: 410-333-1841
TTY: 410-333-1737

Website: <http://mccr.maryland.gov/>
E-mail: mccr@maryland.gov

It is important to note that in order to protect the legal rights and remedies available to a Complainant, a Complainant must comply with certain time limits and deadlines. Affected persons should contact the relevant agencies to verify the time limits. Failure to meet required deadlines may result in a loss of rights to seek a legal remedy.

Student or employee complaints relating to Sexual Misconduct may be directed to:

Office for Civil Rights

U.S. Department of Education

The Wanamaker Building

100 Penn Square East, Suite 515

Philadelphia, PA 19107-3323

Phone: 215-656-8541

Fax: 215-656-8605

TDD: 800-877-8339

Website: http://www2.ed.gov/about/offices/list/ocr/docs/tix_dis.html

E-mail: OCR.Philadelphia@ed.gov

Replacement for:

VI-1.20(A) University of Maryland Policy and Procedures on Sexual Harassment

VI-1.30(A) University of Maryland Procedures on Sexual Assault and Misconduct

Past Senate Action on University of Maryland Sexual Misconduct Policy and Procedures

Senate Document [#11-12-43](#): Review of the University of Maryland Policies and Procedures on Sexual Harassment

- Prior to 2012: UMD had two separate policies on sexual harassment and sexual assault and misconduct
- In June 2012, a Joint President/Senate Sexual Harassment Policies & Procedures Task Force was created and charged with reviewing the University of Maryland Policy and Procedures on Sexual Harassment (VI-1.20[A]) and determining whether and how they could be improved to comport with prevailing best practices. In the course of its review, the Task Force also reviewed the University of Maryland, College Park Procedures on Sexual Assault and Misconduct (VI-1.30[A]).
- In October 2013, the Task Force recommended that one policy be established to address all forms of sexual misconduct, including sexual assault and sexual harassment. The Task Force developed a policy and made substantive changes to the University's approach to addressing misconduct as it developed the Policy. The Policy and all associated recommendations were approved by the Senate and the President.
 - The Task Force also recommended the establishment of a Title IX Office and a permanent position for a Title IX Coordinator and Title IX Investigator; a communication strategy to educate and inform the community about policy, procedures, and resources; and a training and education program to educate the community about sexual misconduct, related policies, and legal and ethical obligations related to reporting sexual misconduct.

Senate Document [#14-15-11](#): Review of the Interim University of Maryland Sexual Misconduct Policy

- The Violence Against Women Act (VAWA) and related guidance from Office of Civil Rights (OCR) in the Department of Education were revised in 2013.
- In June 2014, the University System of Maryland developed a revised System policy on Sexual Misconduct, in close collaboration with the Office of the Attorney General. All USM institutions were asked to revise their policies by the end of 2014. A revised University of Maryland Sexual Misconduct Policy was developed and approved in October 2014 by the President on an interim basis, pending Senate review.
- In fall 2014, the EDI Committee was charged with reviewing the interim Policy.
- In April 2015, the EDI Committee proposed revisions to the Policy. EDI's review resulted in revised definitions of Prohibited Conduct to include Sexual Assault I (non-consensual sexual intercourse) and Sexual Assault II (non-consensual sexual contact). The revised Policy was approved by the Senate and the President.

Senate Documents [#14-15-16](#), [#14-15-26](#), [#14-15-27](#): Review of the Interim Sexual Misconduct Procedures for Students, Staff, and Faculty

- In fall 2014, the OCRSM and the University administration developed interim procedures for resolving complaints of sexual misconduct brought against students, faculty, and staff at the University. The Student Conduct, Faculty Affairs, and Staff Affairs Committees were charged with review of the procedures relevant to their constituencies.
- The committees reviewed the work of the EDI Committee on the Policy throughout their work on the Procedures.
- The process included review of a new set of interim procedures put in place in fall 2015 to take into account new federal guidance and guidance from the Office of the Attorney

General. The new interim procedures incorporated many suggestions that had already been developed by the relevant Senate committees.

- After a thorough review, procedures for all constituencies were approved by the Senate in April 2016.

Senate Document [#15-16-30](#): Revisions to the University of Maryland Sexual Misconduct Policy

- The Office of the Attorney General conducted a review of all sexual misconduct policies and procedures at institutions in the University System of Maryland, and developed guidance for the System and individual institutions based on its review.
- The President approved revisions to the Sexual Misconduct Policy on March 21, 2016 on an interim basis, pending Senate review. The revisions included details related to training, applicability, confidential resources, the definition of a Responsible University Employee, the timeframe for review, and amnesty for students who report sexual misconduct that occurs in connection with prohibited alcohol or drug use.
- The EDI Committee approved of the changes that had been made in the interim Policy. It developed minor revisions, including a number of technical revisions.
- In April 2016, the EDI Committee proposed revisions to the Policy. The revised Policy was approved by the Senate and the President.



Review of the Interim University of Maryland Sexual Misconduct Policy (Senate Document #19-20-03)

Equity, Diversity & Inclusion (EDI) Committee | Chair: Rachel Gammons

Senate Bill 396 - Higher Education - Legal Representation Fund for Title IX Proceedings provides state funding to the Maryland Higher Education Commission (MHEC) to establish and administer a fund that provides support for reasonable costs and attorney's fees for students for Title IX proceedings. As a result of the new law, the University System of Maryland (USM) revised its Policy on Sexual Misconduct (VI-1.60) and asked all USM institutions to align their policies accordingly. President Loh approved interim changes to the University of Maryland Sexual Misconduct Policy & Procedures on June 24, 2019, pending University Senate review.

Senate Chair Lanford and the Senate Executive Committee request that the Equity, Diversity, and Inclusion (EDI) Committee review the interim Sexual Misconduct Policy. The associated procedures will be reviewed separately by the Senate's Faculty Affairs, Staff Affairs, and Student Conduct Committees, respectively.

The EDI Committee should:

1. Review the interim University of Maryland Sexual Misconduct Policy & Procedures ([VI-1.60\[A\]](#)).
2. Review the USM Policy on Sexual Misconduct ([VI-1.60](#)).
3. Review [Senate Bill 396](#) (SB396) - Higher Education - Legal Representation Fund for Title IX Proceedings.
4. Review [Senate Bill 607](#) (SB607) - Higher Education – Sexual Assault Policy – Disciplinary Proceedings Provisions.
5. Consult with a representative of the Office of Civil Rights & Sexual Misconduct (OCRSM).
6. Consider whether the information provided in the interim policy appropriately reflects the principles within SB396, SB607, and the USM Policy on Sexual Misconduct.
7. Consult with a representative of the Office of General Counsel on any proposed changes to the University's policy.
8. If appropriate, recommend whether the interim policy should be revised.

We ask that you submit a report to the Senate Office no later than **November 12, 2019**. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.



Review of the University of Maryland Policy on Threatening and Intimidating Conduct (Senate Document #19-20-33) Equity, Diversity, & Inclusion (EDI) Committee | Chair: Rachel Gammons

The Senate Executive Committee (SEC) and Senate Chair Lanford request that the Equity, Diversity, & Inclusion (EDI) Committee review whether the University of Maryland Policy on Threatening and Intimidating Conduct and its implementation have been effective at addressing hate-bias incidents since the policy was approved in May 2018.

Specifically, it asks that you:

1. Review the University of Maryland Policy on Threatening and Intimidating Conduct ([VI-1.00\[F\]](#)).
2. Review the [Hate-Bias Response Protocol](#).
3. Review the recommendations of the Joint President/Senate Inclusion & Respect Task Force - Inclusion and Respect at the University of Maryland ([Senate Document #17-18-03](#)).
4. Review data on hate-bias incidents and implementation of the policy to address these incidents since the policy was approved.
5. Review information on educational and preventative measures that the University has taken to prevent hate-bias incidents.
6. Consult with the Director of Hate-Bias Response and Advocacy on the implementation of the Hate-Bias Response Program (HBRP).
7. Consult with a representative of the Department of Public Safety.
8. Consult with a representative of the Office of Student Conduct.
9. Consult with a representative of the Office of Staff Relations.
10. Consult with a representative of the Office of Faculty Affairs.
11. Consult with a representative of the Department of Resident Life.
12. Consider whether the current policy has been effective in addressing hate-bias incidents at the University.
13. Consider whether the current policy aligns with the implementation of the Hate-Bias Response Program.
14. Consider whether assessments of hate-bias incidents that lead to recommendations for specific actions have been effective in addressing the initial conduct.
15. Consult with a representative of the Office of General Counsel on any proposed changes to the University's policy.

16. If appropriate based on the committee's consideration of the items above, recommend whether the policy should be revised.

We ask that you submit a report to the Senate Office no later than **March 6, 2020**. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.