



1. Call to Order
2. Approval of the November 10, 2021 Minutes (Action)
3. Report of the Chair
4. Nominations Committee Slate 2021-2022 (Senate Document #21-22-26) (Action)
5. 2021 Plan of Organization Review Committee Slate (Senate Document #21-22-27) (Action)
6. PCC Proposal to Rename the Master of Arts in “Women’s Studies” to “Women, Gender, and Sexuality Studies” (Senate Document #21-22-23) (Action)
7. PCC Proposal to Rename Ph.D. in “Women’s Studies” to “Women, Gender, and Sexuality Studies” (Senate Document #21-22-24) (Action)
8. PCC Proposal to Rename the Post-Baccalaureate Certificate in “Women’s Studies” to “Women, Gender, and Sexuality Studies” (Senate Document #21-22-25) (Action)
9. Proposal for the Establishment of a University Privacy Policy (Senate Document #20-21-15) (Action)
10. Special Order
Jack Blanchard, Associate Provost for Enterprise Resource Planning
Elevate Project Update
11. Special Order
Ross Salawitch, Chair, Educational Affairs Committee
General Education Diversity Requirements Update
12. New Business
13. Adjournment



CALL TO ORDER

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

Chair Williams welcomed Senators to the first in-person Senate meeting since March 2020. She noted the presence of a Diamondback reporter and stated that the reporter had asked to take an audio recording of the meeting. Williams asked if there were any objections to allowing the audio recording; hearing none, **the recording of the meeting was approved unanimously.**

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

APPROVAL OF THE OCTOBER 7, 2021 MINUTES (ACTION)

Chair Williams asked if there were any additions or corrections to the minutes of the October 7, 2021, meeting; hearing none, she declared the minutes approved as distributed.

REPORT OF THE CHAIR

Senate Chair Williams stated that, following the Senate's approval of the PCC Proposal to Discontinue the Upper-Division Certificate in Science, Technology, and Society (Senate Document #21-22-08) during the October 7, 2021, Senate meeting, and the President's subsequent approval, approval requests had been sent to the Board of Regents and the Maryland Higher Education Commission in order for the change to be formally codified.

Senate Executive Committee (SEC) Update

Chair Williams stated that the SEC had met on October 18, 2021, and approved the agenda for the Senate Meeting. She noted that the SEC had also considered three proposals.

Chair Williams stated that the first proposal asked for a representative from the Student Government Association (SGA) on the Senate's Academic Procedures & Standards (APAS) Committee. She stated that in discussing the proposal, the SEC noted that the last Plan of Organization Review Committee (PORC) had reviewed a previous request by the SGA for representation on a variety of Senate committees, and decided that the SGA had appropriate representation. However, the SEC decided that since 5 years had passed since PORC considered the similar proposal, it would be reasonable to charge the Elections, Representation, & Governance (ERG) Committee with consideration of the proposal. Williams stated that the SEC voted to charge the ERG Committee with reviewing the proposal and noted that it would begin its review during the coming week.

Chair Williams stated that the two additional proposals that were considered were both related to changes to the Codes of Student Conduct & Academic Integrity. She stated that the first proposal, entitled "Proposal to Amend the Code of Academic Integrity and the Code of Student Conduct to Incorporate 'Other Exceptional Circumstances (Senate Document #21-22-17),' requested that a new section entitled "Other Exceptional Circumstances" be added to both Codes to allow for the consideration of indirect consequences, such as deportation, sudden financial insolvency, complete

loss of shelter, loss of access to critical medical care, and immediate physical harm, that may occur as a result of a sanction.

Chair Williams stated that the second proposal, entitled “Proposal for Changes to the Codes of Student Conduct and Academic Integrity (Senate Document #21-22-18)” asked for revisions to be made to both codes to address issues that arose as a result of the Covid-19 pandemic. The proposal notes a 100% increase in the Office of Student Conduct (OSC) caseload and a similar caseload increase in the Office of Rights and Responsibilities within Resident Life (R&R), which created an opportunity to examine processes and find ways to be more expedient in resolutions, more responsive to the needs of Maryland students and instructors, and clearer in language for all those who may seek understanding about the conduct processes. Williams stated that the proposed revisions to both codes sought to emphasize the educative nature of student disciplinary processes, reinforce OSC’s mission to promote the health and safety of the campus community, and ensure due process for all.

Chair Williams stated that the SEC agreed that the issues raised in the two proposals were timely and fell within the purview of the Student Conduct Committee (SCC). The SEC voted to charge both proposals to the SCC for review, which began last week.

Board of Regents’ Staff Awards (BORSA)

Chair Williams stated that the Staff Affairs Committee was currently accepting nominations for the annual prestigious Board of Regents’ Staff Awards (BORSA), the highest System-wide recognition of the exceptional work done by staff members across the University System of Maryland (USM). Awardees receive a \$2,000 stipend and formal recognition by the Board of Regents and the University Senate. Williams listed the award categories that exempt and non-exempt staff could be nominated in and directed Senators to the Senate website for more information.

SPECIAL ORDER OF THE DAY

Darryll J. Pines, President of the University of Maryland 2021 State of the Campus Address

Chair Williams invited President Pines to provide his 2021 State of the Campus Address.

President Pines thanked Senators for their service to the Senate, and administrators in the University Health Center (UHC), Division of Student Affairs (DSA), Office of the Senior Vice President and Provost, and Division of Administration for their work during the preceding 18 months. Pines also thanked faculty, staff, and students for their compliance with the Covid-19 vaccination mandate, stating that faculty are 99% vaccinated, staff are 95% vaccinated, and students are 98.4% vaccinated against Covid-19.

Cabinet and Deans Leadership Update

President Pines provided an overview of changes to senior leadership since he had assumed his role as President of the University of Maryland (UMD) including the following:

- Jennifer King Rice, Senior Vice President and Provost.
- Gregory Oler, Vice President for Finance and Chief Financial Officer (VPF & CFO).
- Amitabh Varshney, current Dean of College of Computer, Mathematical, and Natural Sciences (CMNS), is now also serving as the Interim Vice President for Research.

- Rosalind Hamlett, Assistant to the President responsible for working primarily in communications and as the President's speechwriter.
- Prabhudev Konana, Dean, Robert H. Smith School of Business (BMGT).
- Dawn Jourdan, Dean, School of Architecture, Planning, & Preservation (ARCH).
- Laura Stapleton, Interim Dean, College of Education (EDUC).
- Samuel Graham, Dean, A. James Clark School of Engineering (ENGR).

President Pines thanked other senior leaders for their support in advancing the University while keeping the campus community safe during the Covid-19 pandemic.

New Student Enrollment Statistics and Trends

President Pines provided an overview of admissions data starting with Fall 2017. UMD typically receives between 35,000-36,000 applications for admission, but received more than 15,000 more applications than normal in Fall of 2021, leading to increases in admissions and enrollment. Pines stated that the increase was due to UMD's recent move to the Common App and the removal of the test score requirement in applications.

President Pines provided an overview of the academic achievements of the newly admitted freshmen class. He stated that the average Scholarly Aptitude Test (SAT) scores and weighted grade point averages (GPA) of the newly admitted freshmen were the highest in university history with a score of 1360 in the 25th percentile and a score of 1500 in the 75th percentile score. Pines noted that because applicants were not required to submit SAT scores, only 55% of applicants submitted the information.

President Pines stated that for the first time in UMD's history, the student body was now majority minority. He noted that the change had occurred over the last two years.

President Pines stated that as the state's flagship campus, 70% of UMD's freshmen class must come from Maryland, but that students were also coming from New Jersey, New York, Pennsylvania, Virginia, Connecticut, Massachusetts, California, Texas, Florida, and Illinois. Pines stated that the presence of recruiters in Texas, California, and Illinois had supported admissions in those areas and that UMD would be hiring additional recruiters in Florida and Michigan. He stated his goal for UMD to become a national university and noted that 10 years ago, UMD was recruiting the majority of its students from the Northeast region of the country.

Update on First Day Announcements

President Pines stated the 2 priorities and 3 associated areas of improvement that he had identified during his first day as UMD President. Pines stated that his priorities are to ensure excellence in everything done at UMD and to create a more inclusive and multicultural community for all. He stated that his areas of focus are improving the student experience, creating an inclusive environment, and advancing UMD.

President Pines' overview of progress towards initiatives to improve the student experience included the following:

- With the support of the Vice President for Student Affairs, Patty Perillo, funding for mental health services has been increased by \$1 million and an additional increase in funding is forthcoming.

- A Coordinator for immigrant and undocumented students has been hired.
- Multiple millions of dollars have been fundraised for UMD's crisis fund and on-campus food pantry, established in response to students' Covid-19 related financial needs.

President Pines provided an overview of progress towards initiatives to create a more inclusive environment including the following:

- The TerrapinSTRONG program has been launched with the support of the Vice President for Diversity and Inclusion, Georgina Dodge. 8000 individuals have completed the online program, and the program will soon be expanded to cover all current members of the University, creating a standard understanding of UMD's traditions and values, as well as the meaning of being a Terrapin.
- Buildings on campus have been named to honor individuals who have diversified the campus.
 - Pyon-Chen Hall was named in honor of the first Korean individual who had earned a degree from UMD, and the first Chinese individual to enroll in UMD.
 - Johnson-Whittle Hall was named in honor of the first African-American student to be admitted to UMD, and the first African-American student to earn a degree from UMD.
 - Yahentamitsi Dining Hall was named in honor of the Piscataway Native American tribe in Maryland. The name means "place to eat" in the Native American Algonquian language.
- Work with the Senate to improve and enhance diversity, equity, and inclusion requirements in the undergraduate student curriculum is ongoing.
- The Community Policing Task Force, led by Dean Ball of the College of Behavioral & Social Sciences (BSOS) and Dean Thornton-Dill of the College of Arts and & Humanities (ARHU), has recently issued a report; they will be holding forums in the coming weeks to share the findings of and recommendation from the report with the campus community.
- The XFINITY Center was established as a registration and polling site in order to increase access to voting in Prince George's County, with significant success.
- An Americans with Disabilities Act (ADA) Coordinator has been hired.

President Pines overview of progress towards initiatives to advance UMD included the following:

- The Faculty Advancement at Maryland for Inclusive Learning and Excellence (FAMILE) Program has been established.
- In order to develop the next generation of leaders supporting UMD's ability to advance to a premier flagship research university, the Research Leaders Fellows Program has been established.
- University House has an exhibit for the artwork of the late Dr. David Driskell, UMD's first African-American distinguished university professor, and one of the first campus community members to pass away due to Covid-19.

Update on Inauguration Day Initiatives

President Pines provided an overview of 5 priorities that he had shared with the campus community on his inauguration day and stated that he would be providing updates on the first three priorities, becoming a net carbon-neutral campus by 2025, providing a \$40 million investment in diverse faculty, and the establishment of the Arts For All Initiative.

President Pines stated that in collaboration with SGA and other stakeholders, he had moved the deadline to become a net carbon-neutral campus from 2050 to 2025. Pines identified the sources of campus carbon dioxide emissions as air travel, commuting of faculty, staff, and students, emissions from the fossil fuel fleet of buses and vehicles on campus, purchased electricity, agricultural animal solid waste, and the Combined Heat and Power (CHP) Plant. He stated that a comparison of emissions from 2005 showed that a 58% reduction had been achieved by 2019, and that a 62% reduction had been achieved by 2020. Pines noted that currently, 75% of emissions are from the CHP Plant, 19% are from commuting and UMD fleet vehicles, 5% are agriculture related, and 1% are from purchased electricity. He stated that in order to meet the 2025 deadline to become carbon neutral, UMD's vehicle fleet would be all-electric by 2030, a phased reduction of emissions from the CHP Plant would continue through verified carbon offset procedures, and that support of carbon-neutral air travel, 100% renewable purchased electricity, and carbon-neutral new developments would continue.

President Pines stated that the FAMILIE Program, started under former Provost Wiley, has yielded 14 new faculty member hires. Pines noted that the new hires are all tenure/tenure track hires, and included senior and assistant faculty members, as well as those in leadership positions.

President Pines noted that the Arts for All Initiative was made possible through multiple partnerships and generous donations. Pines stated that the initiative was established with the goal of providing all students with the opportunity to benefit from the arts in a variety of ways, noting ways that the arts intersect with technology, social sciences, and social justice. He provided the following examples:

- A violinist who uses an Artificial Intelligence powered application that tracks her eyeballs and posture to help her improve her ability to play the violin.
- The use of image technology signal processing to create a domain of a city from images of sketches.

President Pines stated that a large donation from Nancy '78 and Chuck Clarvit were enabling research programming in the arts and in the visual arts, the establishment of technology studies, new academic curriculum, and the creation of a new art exhibition space.

Research Trends Update

President Pines provided an overview of the levels of research funding from each College and School at UMD over the past 4 years. Pines noted consistent strong funding in CMNS, BSOS, and ENGR, and strong growth in funding from EDUC, ARHU, the School of Agriculture and Natural Resources (AGNR), the School of Public Policy (SPP), and the School of Public Health (SPHL). Pines stated that the rapid growth was made possible by the Division of Research's creation of the Applied Research Lab for Intelligence and Security (ARLIS). He noted that the increase in funding was significant due to the opportunities it afforded to faculty for discovering new knowledge.

President Pines stated that the expenditures of the University of Maryland Research Enterprise, consisting of UMD and the University of Maryland, Baltimore (UMB), are ranked 14th in the United States by the National Science Foundation (NSF) Higher Education Research and Development (HERD) Survey in terms of funding for research as of the fiscal year 2019. Pines provided an overview of the other 13 institutions receiving greater funding than UMD and noted the goal of becoming an institution in the Top 10 list of schools within the next few years. Pines stated that UMD is currently in the Top 10 list of public institutions engaging in research.

Recent Announcements

President Pines stated that a 7-year fundraising campaign with the goal of raising \$1.5 billion had recently concluded, making it the most successful fundraising campaign in the USM. Pines stated that the campaign produced 117,000 new donors and provided an overview of how some of the money would be allocated. He stated that \$54 million would support 13,000 students through scholarships, \$335 million would go towards faculty support, and \$334 million would go towards student initiatives and programs.

New Announcements

President Pines provided an overview of the recent announcement regarding the pausing of the Guildford Woods Project to allow for further analysis in response to campus community concerns. Pines noted that a short-term solution to address the housing need had been developed and announced in collaboration with Vice President of Student Affairs, Patty Perillo and that a longer-term solution would be the renovation of Old Leonardtown. Pines announced that the minimum stipend for graduate students will be raised from \$19,359 to \$21,000, effective January 2, 2022, thanks to work from Provost Rice and Dean Fetter of the Graduate School. He noted that UMD is investing \$5 million to support the increase.

President Pines stated that in response to student feedback indicating that some students feel marginalized, UMD is establishing 5 new student centers in Cole Field House. Pines noted that the centers would be established to support student organizations for Latinx students, Asian Pacific Islander and Desi American students, Native American and Indigenous students, Multiracial and Biracial students, and students with disabilities.

President Pines provided background information on the MPower the State initiative from the USM and the Board of Regents, which seeks to establish a partnership between UMD and UMB in research initiatives of benefit to Maryland. Pines stated that Dean Varshney was one of the first individuals to join the partnership with research into the creation of a virtual and augmented reality to create a hospital environment that doctors could use for training before training in a real environment. He noted that other areas of research had included work on traumatic brain injuries, opioid disorders, structural biology, informatics with computer science, and interventions for survivors of human trafficking.

President Pines also stated that the MPower the State Initiative had recently announced the MPower Professorship Program, awarding 4 professorships to professors from UMD and 4 professorships to professors from UMB. Pines announced that the 4 professors from UMD:

- Dr. Minita Martin, Fischell Department of Bioengineering, ENGR;
- Dr. Cherly L. Knott, Department of Community and Behavioral Health in SPHL, FAAHB, and Co-leader of the Population Science Program;
- Dr. Donald K. Milton, Professor of Environmental Health in SPHL with a joint appointment in the UMB School of Medicine; and
- Dr. Joseph Richardson, Joel and Kim Feller Professor of African-American Studies, BSOS.

IonQ: A College Park Success Story

President Pines stated that an idea from the UMD Physics Department in 2005 had led to fundamental new knowledge about quantum science, leading to the creation of IonQ as a startup. Pines stated that IonQ had gone public on the New York Stock Exchange (NYSE) on October 1, 2021, as an Initial Public Offering (IPO).

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

Senator Sharp, exempt staff, asked President Pines about UMD's plans to expand staffing in support of entrepreneurial, research, and innovation efforts.

President Pines stated that UMD would be making a request through the MPower Initiative to increase the number of faculty and staff working in support of those efforts.

Senator Wolfe, emeriti faculty, asked President Pines to make a statement supporting freedom of speech, noting concern that UMD could disinvite a speaker from campus if others do not agree with their views.

President Pines noted the obligation of universities to use their access to a variety of ideas to develop solutions for societal problems. He stated that UMD hosts speakers from both sides of the political spectrum. Pines stated that consideration of safety concerns applies to all prospective guest speakers and that any rejection of a guest due to safety issues would be done through a process. Senate Chair Williams directed Senators to UMD's [Statement of Free Speech Values](#).

A speaker, asked President Pines if he felt that UMD should take additional action to more quickly increase its population of Black students.

President Pines stated that due to UMD's location, it is competing for students with 6 HBCUs in its 100-mile radius and with other USM schools such as Towson University and the University of Maryland, Baltimore County (UMBC). Pines stated that the highest percentage of Black enrolled freshmen in a year was 15% and that he would like to take the current rate of 10.4% up to 12%-13%. He also stated that of the 630 Black freshmen admitted in the Fall 2021 admission cycle, the highest absolute number in the history of a UMD admitted class, 15% are from Prince George's County. Pines noted that existing outreach would continue.

Senator Perkey, graduate student, College of Behavioral & Social Sciences (BSOS), asked President Pines how UMD would work with the surrounding community to address the issue of affordable housing for local residents, noting that the Purple Line was projected to result in the displacement of immigrant communities.

President Pines stated that the previously discussed renovation of Old Leonardtown would be a mixed-use development with housing for students, faculty, and staff, as well as retail space. Pines noted the displacement of Black and Brown-owned businesses in proximity to the Purple Line and the existence of a program, started during the Covid-19 pandemic, through the School of Architecture, Planning & Preservation (ARCH), which supports individuals in reestablishing recently lost businesses. Pines stated that in addition, UMD is working with the greater business community in the Washington D.C. metropolitan area to build back lost businesses and establish new businesses along the Purple Line.

Senator Ram-Andriessens, exempt staff, asked President Pines what role international collaboration would play in UMD's strategic plan, and how the plan would account for the changing role of community colleges.

President Pines stated that UMD had increased partnerships with two-year institutions with the goal of supporting students from different backgrounds and economic statuses in accessing education at UMD. Pines stated that partnerships with additional two-year institutions across the state would continue to be established. President Pines stated that Dr. Ross Lewin, Director of the Office of International Affairs (OIA), is contributing to the development of the strategic plan by proposing ideas for partnerships with other universities and countries in support of innovation, entrepreneurship, collaboration, and cross-curricular experiential learning.

Senator Winston, undergraduate student, School of Public Policy (PLCY), asked President Pines how UMD was ensuring that important information, including information just announced in the State of the Campus Address, would be shared with the rest of the campus community.

President Pines stated that much of the information shared had been or would be announced in an email message broadly to the campus from the Office of the President, and with ODI and Office of Student Affairs (OSA), as appropriate. Pines noted that administrators also meet with student groups, student leaders, and the diversity leadership team in order to communicate information.

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

TECHNICAL REVISIONS TO THE UNIVERSITY OF MARYLAND WEB ACCESSIBILITY POLICY (VI-1.00[E]) (SENATE DOCUMENT #21-22-20) (INFORMATION)

Chair Williams stated that the revisions to the University of Maryland's Web Accessibility Policy were made to update the information in the policy with the new generic email reflector directed to the ADA Coordinator, correct phone numbers, and align the structure and format of the policy with the University's policy best practices. She also noted that the responsible office for web pages had been changed from University Relations to the Office of Strategic Communications due to recent restructuring.

Williams stated that the technical revisions were developed by the Senate Office, reviewed by ODI, the Vice President for Information Technology & Chief Information Officer (VPIT & CIO), before being approved by the Senate leadership, and subsequently by the President on October 18, 2021.

SPECIAL ORDER OF THE DAY

Brian Butler, Chair, University Library Council & Member of PACT, Associate Dean & Professor, College of Information Studies

Philip Cohen, Member of PACT, Professor - Sociology, College of Behavioral & Social Sciences

Adriene Lim, Dean, University Libraries, Co-Chair of UMD PACT

Discussion of Draft Policy on "Equitable Access to Scholarly Articles Authored by University Faculty"

Chair Williams invited Brian Butler, Chair of the University Library Council (ULC) and member of UMD Publishing Access and Contract Terms (PACT), Philip Cohen, member of PACT, and Dean Adriene Lim, Co-Chair of PACT, to provide their presentation on the draft policy on Equitable Access to Scholarly Articles.

Butler provided an overview of the **sponsorship**, history, and goals of UMD PACT, stating that the goal of the proposed draft policy was to provide ~~faculty at UMD broad~~ **broad, equitable** access to ~~their~~ **UMD faculty members' scholarly** work in the context of a quickly changing publishing landscape.

Cohen provided an overview of the current problems and anticipated changes in the knowledge creation and dissemination industry, noting the ways in which the draft policy would address both.

- While **subscription/licensing costs and** publication fees are rising, library budgets are also being reduced and universities are under pressure to be accountable to those who need **to read scholarly publications** and those who **need to** pay for their **publications to be openly accessible, which is sometimes mandated by research sponsors and funding agencies work.**
- The draft policy removes **access, price, and permission related** barriers to **the production of** scholarly articles at UMD by allowing faculty to **retain their rights and** add their work to the Digital Repository at the University of Maryland (DRUM), with the purpose of making the content discoverable **and accessible** on more platforms, such as Google Scholar, without relying **solely** on the rising cost of **article-processing charges.**
- The policy would still allow faculty to publish their work in journals **of their choice, including subscription-based, hybrid, or gold OA journals,** by paying the associated fees.
- Faculty would retain broad use and reuse rights to published works because the associated rights would stay with UMD.
- The draft policy uses existing infrastructure and a system that has been proven to be effective and affordable on other campuses.
- Funders of research are increasingly mandating public access to sponsored research.

Dean Lim provided information on the development and details of the draft policy, including:

- During the formulation of the draft policy, PACT held two open forums and met with 14 departments and faculty groups.
- The basis for the policy is a rights retention and open access licensing policy **model** developed by Harvard University in which faculty automatically grant an irrevocable, non-exclusive, worldwide license to their university, enabling the university to distribute the scholarly work of faculty in a free and open way.
- The draft policy applies to all articles written by a faculty member while they are a member of UMD's faculty but does not apply retroactively.
- Because the policy is effective prior to a faculty member signing any publishing agreements, UMD can restore rights to authored work for faculty members **if these rights are inadvertently given away in a publishing agreement.**
- To have work included in DRUM, faculty members would submit a PDF version of their final peer-reviewed author accepted manuscripts (AAM) to the University Library.
- Several **public/private,** domestic, and international universities of all sizes have been using the model for years without experiencing take-down notices or other legal challenges. The draft policy was also reviewed by the Office of General Counsel (OGC) without yielding any concerns.
- The establishment of the policy would require technical revisions to the UMD Intellectual Property Policy (IPP) (IV-3.20[a]) listing how the policies interact.
- Waivers and embargoes are readily available in the policy.

Lim stated that PACT would continue to meet with stakeholders and sponsors in order to refine the policy before it is brought to the Senate for a vote in Spring 2022. Lim directed Senators to their meeting materials for information on **the policy, including an extensive FAQ, and details about** upcoming forums. **and She** asked Senators to contact PACT with questions, comments, and requests for PACT to visit their departments.

Williams thanked Butler, Cohen, and Lim for their presentation and encouraged Senators to ask questions and provide input ahead of the upcoming Senate vote. Williams opened the floor to questions.

Senators asked questions about how the draft policy would impact peer review of academic articles; how journals were responding to open access; how it would apply to faculty who had multiple of co-authors; if the policy would apply to visiting faculty and Professional Track Faculty (PTK); how people outside of the University could access work published in DRUM; if the draft policy would waive fees associated with publishing in a journal; and what manuscripts UMD would retain rights to.

Lim stated that the draft policy only applied to manuscripts that had already been peer-reviewed. She also stated that journals are accepting the growth of open access publishing and Cohen noted that the vast majority of academic journals are familiar with open access operating procedures due to funding stipulations that mandate relevant published work be available open access. Lim noted all authors have the same rights to distribute produced work, regardless of the number of co-authors. She also noted that faculty should inform their co-authors of the open access policy and that if a co-author did not want the work published under open access, a waiver could be readily obtained. Lim noted that the policy would automatically apply to benefits-eligible faculty, but could apply to any faculty member after submission of an online form granting the University **the same** open-access license **as described in the policy**. Lim stated that DRUM was made from open-source infrastructure built by the Massachusetts Institute of Technology (MIT) to provide open access to scholarly work for anyone on the web, removing price and permission barriers to accessing UMD's research for individuals who had participated in and could benefit from it. Lim noted that the draft policy would allow faculty who did not want to pay fees to legally publish their work post peer review, but that faculty still had the option to publish their work in journals **of their choice, whether gold, hybrid, or subscription-based**. She also noted that DRUM would contain AAMs, and not work that journals would otherwise claim proprietary rights to, but that following the passage of an embargo period, DRUM could also add a link to the version of record of an **article manuscript**, ensuring that all **links and data about the** work **is are** co-located.

Seeing no further questions or comments, Chair Williams thanked Butler, Cohen, and Lim for the presentation and opportunities to provide feedback.

NEW BUSINESS

There was no new business.

ADJOURNMENT

The meeting was adjourned at 4:58 p.m.



Nominations Committee Slate 2021-2022

PRESENTED BY Rochelle Newman, Chair

REVIEW DATES SEC – December 2, 2021 | SENATE – December 9, 2021

VOTING METHOD In a single vote

**RELEVANT
POLICY/DOCUMENT** N/A

**NECESSARY
APPROVALS** Senate

ISSUE

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

RECOMMENDATION

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

COMMITTEE WORK

The Committee on Committees met on October 29, 2021, to discuss a process for soliciting nominations for the Senate Nominations Committee. The Senate Office had previously contacted all Outgoing Senators regarding the opportunity to serve on the Nominations Committee and received a few volunteers. The Committee on Committees discussed the volunteers at the meeting and additional recruitment tasks were assigned.

The committee assembled a total of eight nominees to present to the Senate. In assembling the slate, the committee was unable to secure an outgoing non-exempt staff Senator to serve as required by the University of Maryland Plan of Organization for Shared Governance and the Bylaws of the University Senate; this year, only one non-exempt staff Senator is an Outgoing Senator, and they were unavailable to serve on the Nominations Committee. After consultation with the Senate Parliamentarian, it was decided that the principle of representation of all constituencies should take priority over the principle that Outgoing Senators should serve; as a result, the Committee on Committees recruited a continuing Senator representing non-exempt staff to serve on the Nominations Committee to ensure the constituency is represented.

The Committee on Committees voted to approve the slate on December 2, 2021.

ALTERNATIVES

The Senate can decide not to approve the slate.

RISKS

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

FINANCIAL IMPLICATIONS

There are no financial implications in approving the slate.

2021-2022 Senate Nominations Committee Slate

<u>Name/Constituency</u>	<u>Department/Unit</u>	<u>College</u>	<u>Term</u>
Non-Voting Ex-Officio			
Rochelle Newman	Hearing & Speech Sciences	BSOS	2022
Faculty			
Vikrant Aute	Mechanical Engineering	ENGR	2022
Rosellina Ferraro	Marketing	BMGT	2022
Will Reed	Government & Politics	BSOS	2022
Igor Puchtel	Geology	CMNS	2022
Exempt Staff			
Jane Hirshberg	Clarice Smith Performing Arts Center	ARHU	2022
Non-Exempt Staff			
Joanna Wiley	University Libraries	LIBR	2022
Graduate Student			
Antoinette Waller	Teaching and Learning, Policy and Leadership	EDUC	2022
Undergraduate Student			
M Pease	Psychology	BSOS	2022



2021 Plan of Organization Review Committee Slate

PRESENTED BY Ellen D. Williams, Chair

REVIEW DATES SEC – November 22, 2021 | SENATE – December 9, 2021

VOTING METHOD In a single vote

RELEVANT POLICY/DOCUMENT [Plan of Organization for Shared Governance at the University of Maryland, College Park](#)

NECESSARY APPROVALS Senate, President

ISSUE

The Plan of Organization for Shared Governance at the University of Maryland, College Park (“the Plan”) states that, “review of the Plan shall be undertaken at least every ten years by a committee composed of members elected by the Senate. The Executive Committee may institute a review of the Plan by such a committee in the fifth or subsequent year following a review if in its judgment there have been changes in the University significant enough to justify a review.”

In Fall 2020, the 5-year Senate apportionment was conducted by the Senate Elections, Representation, and Governance (ERG) Committee using population data from Spring 2020; its work is reflected in the Apportionment of the University Senate ([Senate Document #19-20-37](#)). The new apportionment resulted in a change to the total size of the Senate from 224 to 239. In addition, the application of the apportionment ratios as laid out in the Plan resulted in a change in the representational balance of the Senate, where the tenured/tenure-track faculty no longer hold the majority. During the 2015 PORC review ([Senate Document #14-15-19](#)), the ratios for constituency representation on the Senate were determined and codified in the Plan based on the principle that “tenured/tenure-track faculty maintain 50% representation on the Senate,” although that principle itself was not codified in the Plan. The 2020 apportionment changed the tenured/tenure-track faculty representation to 46% of the Senate due to population shifts in other constituencies. Given the departure from the principles determined by the 2015 PORC and approved by the Senate, the President, and through an institution-wide referendum, the Senate Executive Committee (SEC) agreed that these points warranted further consideration and voted to initiate a Plan of Organization Review in Fall 2021.

As stipulated in the Plan, “the Plan of Organization Review Committee (PORC) shall be sponsored by the Senate, but no more than seven current Senators may serve on the committee. The Executive Committee shall develop a slate of nominees to be approved by the Senate. Further nominations shall not be accepted from the floor of the Senate.”

RECOMMENDATION(S)

The Senate Executive Committee recommends that the Senate approve the slate as presented.

COMMITTEE WORK

Based on the provisions in Article 6.3 of the Plan, the SEC solicited nominations from the Deans of the Colleges/Schools/Library, the Senate Faculty, Staff, and Student Affairs Committees, the Presidents of the Student Government Association and the Graduate Student Government, the Senior Vice President and Provost, and the Vice President for Student Affairs.

The SEC met on November 22nd, 29th, and 30th, 2021 to discuss the nominees that were received and develop a balanced slate. As required by the Plan, the SEC assembled a total of 13 faculty representatives (1 from each College/School/Library) and two representatives of each of the following: undergraduate students, graduate students, staff members (with exempt and non-exempt representation), and University administrators. In addition, the Executive Secretary and Director of the Senate and the Senate Parliamentarian shall serve as non-voting ex officio members of the committee. The SEC voted to approve the final slate at its meeting on November 30, 2021.

ALTERNATIVES

The Senate can decide not to approve the slate.

RISKS

There are no risks to the University.

FINANCIAL IMPLICATIONS

There are no known financial implications.



2021 Plan of Organization Review Committee Slate

FACULTY REPRESENTATIVES (13 representatives – 1 from every college/school/library)

Table with 3 columns: Name, Title, College/Unit. Lists 13 faculty members and their affiliations.

STAFF REPRESENTATIVES (2 representatives – 1 exempt & 1 non-exempt)

Table with 3 columns: Name, Constituency, Division/Unit. Lists 2 staff members.

GRADUATE STUDENT REPRESENTATIVES (2 representatives)

Table with 3 columns: Name, Constituency, College. Lists 2 graduate student representatives.

UNDERGRADUATE STUDENT REPRESENTATIVES (2 representatives)

Table with 3 columns: Name, Constituency, College(s). Lists 2 undergraduate student representatives.

ADMINISTRATOR REPRESENTATIVES (2 representatives)

Table with 3 columns: Name, Title, College/Division/Unit. Lists 2 administrator representatives.



Rename the Master of Arts in “Women’s Studies” to “Women, Gender, and Sexuality Studies” (PCC 21039)

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

REVIEW DATES SEC – November 22, 2021 | SENATE – December 9, 2021

VOTING METHOD In a single vote

**RELEVANT
POLICY/DOCUMENT**

**NECESSARY
APPROVALS** Senate, President, University System of Maryland Chancellor, and Maryland Higher Education Commission

ISSUE

In 2020, the College of Arts and Humanities’ Department of Women’s Studies was renamed the Harriet Tubman Department of Women, Gender, and Sexuality Studies. In the spring of 2021, the undergraduate major and upper-division certificate program titles in Women’s Studies were also changed to Women, Gender, and Sexuality Studies. This proposal is to rename the Master of Arts in “Women’s Studies” to “Women, Gender, and Sexuality Studies.” The master’s program is not a stand-alone M.A. program. However, on the way to a Ph.D., students who have completed the appropriate coursework may request conferral of a master's degree. The proposal will align the program with the department and undergraduate program names, and also reflect the current scope of the Ph.D. program. A separate proposal has been submitted to rename the Ph.D. program.

The proposal was approved administratively by the Graduate School PCC committee on October 27, 2021, and the Senate Programs, Curricula, and Courses committee on November 5, 2021.

RECOMMENDATION(S)

The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this name change.

COMMITTEE WORK

The committee considered this proposal at its meeting on November 5, 2021 as part of its consent agenda. A presentation was not required because previous proposals to change the names of the department and the undergraduate programs were approved by the committee. The PCC Committee approved the proposal.

ALTERNATIVES

The Senate could decline to approve this new program title.

RISKS

If the Senate declines to approve this program title change, the current program will not adequately describe the coursework and activities of the program.

FINANCIAL IMPLICATIONS

There are no significant financial implications for program title changes.

476: WOMEN, GENDER, AND SEXUALITY STUDIES

In Workflow

1. D-WMST Curriculum Manager (gwarman@umd.edu)
2. D-WMST PCC Chair (gwarman@umd.edu)
3. D-WMST Chair (natanaso@umd.edu)
4. ARHU Curriculum Manager (bauerr@umd.edu; myuen@umd.edu)
5. ARHU PCC Chair (bauerr@umd.edu; myuen@umd.edu; malucas@umd.edu)
6. ARHU Dean (bauerr@umd.edu; myuen@umd.edu)
7. Academic Affairs Curriculum Manager (mcolson@umd.edu)
8. Graduate School Curriculum Manager (aambrosi@umd.edu)
9. Graduate PCC Chair (aambrosi@umd.edu)
10. Dean of the Graduate School (sfetter@umd.edu; aambrosi@umd.edu)
11. Senate PCC Chair (mcolson@umd.edu; vorlando@umd.edu)
12. University Senate Chair (mcolson@umd.edu)
13. President (mcolson@umd.edu)
14. Chancellor (mcolson@umd.edu)
15. MHEC (mcolson@umd.edu)
16. Provost Office (mcolson@umd.edu)
17. Graduate Catalog Manager (aambrosi@umd.edu)

Approval Path

1. Wed, 29 Sep 2021 19:05:37 GMT
Gwen Warman (gwarman): Approved for D-WMST Curriculum Manager
2. Wed, 29 Sep 2021 21:03:14 GMT
Gwen Warman (gwarman): Approved for D-WMST PCC Chair
3. Thu, 30 Sep 2021 16:42:07 GMT
Neda Atanasoski (natanaso): Approved for D-WMST Chair
4. Mon, 18 Oct 2021 14:50:47 GMT
Betsy Yuen (myuen): Approved for ARHU Curriculum Manager
5. Tue, 19 Oct 2021 12:32:42 GMT
Melissa Lucas (malucas): Approved for ARHU PCC Chair
6. Tue, 19 Oct 2021 13:21:48 GMT
Ralph Bauer (bauerr): Approved for ARHU Dean
7. Wed, 20 Oct 2021 15:49:02 GMT
Michael Colson (mcolson): Approved for Academic Affairs Curriculum Manager
8. Wed, 27 Oct 2021 16:22:01 GMT
Angela Ambrosi (aambrosi): Approved for Graduate School Curriculum Manager
9. Wed, 27 Oct 2021 16:24:13 GMT
Angela Ambrosi (aambrosi): Approved for Graduate PCC Chair
10. Thu, 28 Oct 2021 12:00:55 GMT
Steve Fetter (sfetter): Approved for Dean of the Graduate School
11. Fri, 05 Nov 2021 16:51:09 GMT
Valerie Orlando (vorlando): Approved for Senate PCC Chair

History

1. Sep 16, 2019 by Angela Ambrosi (aambrosi)
2. Oct 18, 2019 by William Bryan (wbryan)

Date Submitted: Wed, 29 Sep 2021 19:03:25 GMT

Viewing: 476 : Women, Gender, and Sexuality Studies

Last approved: Fri, 18 Oct 2019 20:25:53 GMT

Last edit: Tue, 19 Oct 2021 14:15:05 GMT

Changes proposed by: Gwen Warman (gwarman)

Proposed Action

Rename Program

Program Name

Women, Gender, and Sexuality Studies

Program Status

Active

Effective Term

Winter 2022

Catalog Year

2021-2022

Program Level

Graduate Program

Program Type

Master's

Delivery Method

On Campus

Departments

Department

Women's Studies

Colleges

College

Arts and Humanities

Program/Major Code

WMST

MHEC Inventory Program

Women's Studies

CIP Code

050207 - Women's Studies.

HEGIS

499905

Degree(s) Awarded

Degree Awarded

Master of Arts

Proposal Contact

Gwen Warman and Neel Ahuja

Proposal Summary

The Department of Women's Studies has been renamed the Harriet Tubman Department of Women, Gender, and Sexuality Studies. This change will bring the master's program and department into alignment.

(PCC Log Number 21039)

Program and Catalog Information

Catalog Program Requirements:

Thesis option: 31 credits

Non-thesis option: 31 credits

Women's Studies does not have a stand-alone M.A. program. However, on the way to a Ph.D., students who have completed the appropriate coursework may request conferral of a master's degree. Students will begin the graduate program with a sequence of courses that include the required core interdisciplinary courses for a total of 31 credits and finish with either the completion of a thesis or the 'general' examination. This portion of the program stresses interdisciplinary Master's courses offered in the Department of Women's Studies.

Course	Title	Credits
Required courses:		
WMST601	Approaches to Women's Studies I	3
WMST602	Approaches to Women's Studies II	3
WMST618	Feminist Pedagogy	3
WMST621	Feminist Theories and Women's Movements: Genealogies	3
WMST628	Women's Studies Colloquium	3
Select 16 additional credits		16
Thesis or Non-Thesis Requirements		
Select one of the following:		
Thesis Option:		
Students must pass the General Exam and pass the 2-year paper with an oral defense		
Non-Thesis Option:		
Students must pass the General Exam		
Total Credits		31

Program Modification Information

Impact on current students. It should be specifically acknowledged that students enrolled in the program prior to the effective date of any curriculum change may complete their program under the old requirements if they wish. The courses required must remain available, or suitable substitutions specifically designated.

No impact

Linked Programs

Renaming Program

Provide a rationale for renaming the program.

The Department of Women's Studies has been renamed the Harriet Tubman Department of Women, Gender, and Sexuality Studies. This change will bring the master's program and department into alignment. The Department does not accept students into a terminal Master's program, however doctoral students can earn it in the course of their studies or if they leave before completing the Ph.D.

Key: 476

Program Change Request

Date Submitted: 09/29/21 3:03 pm

Viewing: **476 : Women, Gender, and Sexuality**

Studies ~~Women's Studies (WMST)~~

Last approved: 10/18/19 4:25 pm

Last edit: 10/19/21 10:15 am

Changes proposed by: Gwen Warman (gwarman)

Catalog Pages Using this Program

[Women's Studies, Master of Arts \(M.A.\)](#)

Proposed Action **Rename Program**

Program Name

In Workflow

1. D-WMST Curriculum Manager
2. D-WMST PCC Chair
3. D-WMST Chair
4. ARHU Curriculum Manager
5. ARHU PCC Chair
6. ARHU Dean
7. Academic Affairs Curriculum Manager
8. Graduate School Curriculum Manager
9. Graduate PCC Chair
10. Dean of the Graduate School
11. Senate PCC Chair
12. University Senate Chair
13. President
14. Chancellor
15. MHEC
16. Provost Office
17. Graduate Catalog Manager

Approval Path

1. 09/29/21 3:05 pm
Gwen Warman (gwarman):
Approved for
D-WMST
Curriculum

- Manager
2. 09/29/21 5:03 pm
Gwen Warman
(gwarman):
Approved for
D-WMST PCC Chair
 3. 09/30/21 12:42 pm
Neda Atanasoski
(natanaso):
Approved for
D-WMST Chair
 4. 10/18/21 10:50 am
Betsy Yuen (myuen):
Approved for ARHU
Curriculum
Manager
 5. 10/19/21 8:32 am
Melissa Lucas
(malucas):
Approved for ARHU
PCC Chair
 6. 10/19/21 9:21 am
Ralph Bauer
(bauerr): Approved
for ARHU Dean
 7. 10/20/21 11:49 am
Michael Colson
(mcolson):
Approved for
Academic Affairs
Curriculum
Manager
 8. 10/27/21 12:22 pm
Angela Ambrosi
(aambrosi):
Approved for
Graduate School
Curriculum
Manager
 9. 10/27/21 12:24 pm
Angela Ambrosi

(aambrosi):

Approved for

Graduate PCC Chair

10. 10/28/21 8:00 am

Steve Fetter

(sfetter): Approved

for Dean of the

Graduate School

11. 11/05/21 12:51 pm

Valerie Orlando

(vorlando):

Approved for

Senate PCC Chair

History

1. Sep 16, 2019 by
Angela Ambrosi
(aambrosi)
2. Oct 18, 2019 by
William Bryan
(wbryan)

Women, Gender, and Sexuality Studies ~~Women's Studies (WMST)~~

Program Status Active

Effective Term Winter 2022

Catalog Year **2021-2022**

Program Level Graduate Program

Program Type Master's

Delivery Method On Campus

Departments

Department
Women's Studies

Colleges

College
Arts and Humanities

Program/Major
Code WMST

MHEC Inventory Women's Studies
Program

CIP Code 050207 - Women's Studies.

HEGIS 499905

MHEC Recognized
Area(s) of
Concentration

Degree(s) Awarded

Degree Awarded
Master of Arts

If other, new
degree award:

Proposal Contact

Gwen Warman and Neel Ahuja

Proposal Summary

The Department of Women's Studies has been renamed the Harriet Tubman Department of Women, Gender, and Sexuality Studies. This change will bring the master's program and department into alignment.

(PCC Log Number 21039)

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.

Catalog Program Requirements:

Thesis option: 31 credits

Non-thesis option: 31 credits

Women's Studies does not have a stand-alone M.A. program. However, on the way to a Ph.D., students who have completed the appropriate coursework may request conferral of a master's degree. Students will begin the graduate program with a sequence of courses that include the required core interdisciplinary courses for a total

of 31 credits and finish with either the completion of a thesis or the 'general' examination. This portion of the program stresses interdisciplinary Master's courses offered in the Department of Women's Studies.

Course	Title	Credits
Required courses:		
WMST601	Approaches to Women's Studies I	3
WMST602	Approaches to Women's Studies II	3
WMST618	Feminist Pedagogy	3
WMST621	Feminist Theories and Women's Movements: Genealogies	3
WMST628	Women's Studies Colloquium	3
Select 16 additional credits		16
Thesis or Non-Thesis Requirements		
Select one of the following:		
Thesis Option:		
Students must pass the General Exam and pass the 2-year paper with an oral defense		
Non-Thesis Option:		
Students must pass the General Exam		
Total Credits		31

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.

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

Program Modification Information

Impact on current students. It should be specifically acknowledged that students enrolled in the program prior to the effective date of any curriculum change may complete their program under the old requirements if they wish. The courses required must remain available, or suitable substitutions specifically designated.

No impact

Linked Programs

Indicate in the space below all programs to which this program is formally linked (e.g., approved combined bachelor's/master's programs, dual master's programs, or joint-programs with other universities). If the proposed modification will affect the linked program, provide as an attachment the new curriculum for each arrangement and provide supporting correspondence from the director of the linked program.

Renaming Program

Provide a rationale for renaming the program.

The Department of Women's Studies has been renamed the Harriet Tubman Department of Women, Gender, and Sexuality Studies. This change will bring the master's program and department into alignment. The Department does not accept students into a terminal Master's program, however doctoral students can earn it in the course of their studies or if they leave before completing the Ph.D.

Supporting Documents

Attachments

Administrative
Documents

Reviewer

Comments

Key: 476



Rename the Ph.D. in “Women’s Studies” to “Women, Gender, and Sexuality Studies” (PCC 21040)

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

REVIEW DATES SEC – November 22, 2021 | SENATE – December 9, 2021

VOTING METHOD In a single vote

**RELEVANT
POLICY/DOCUMENT**

**NECESSARY
APPROVALS** Senate, President, University System of Maryland Chancellor, and Maryland Higher Education Commission

ISSUE

In 2020, the College of Arts and Humanities’ Department of Women’s Studies was renamed the Harriet Tubman Department of Women, Gender, and Sexuality Studies. In the spring of 2021, the undergraduate major and upper-division certificate program titles in Women’s Studies were also changed to Women, Gender, and Sexuality Studies. This proposal is to rename the Ph.D. in “Women’s Studies” to “Women, Gender, and Sexuality Studies.” The proposal will align the program with the department and undergraduate program names, and also reflect the current scope of the Ph.D. program.

The proposal was approved administratively by the Graduate School PCC committee on October 27, 2021, and the Senate Programs, Curricula, and Courses committee on November 5, 2021.

RECOMMENDATION(S)

The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this name change.

COMMITTEE WORK

The committee considered this proposal at its meeting on November 5, 2021, as part of its consent agenda. A presentation was not required because previous proposals to change the names of the department and the undergraduate programs were approved by the committee. The PCC Committee approved the proposal.

ALTERNATIVES

The Senate could decline to approve this new program title.

RISKS

If the Senate declines to approve this program title change, the current program will not adequately describe the coursework and activities of the program.

FINANCIAL IMPLICATIONS

There are no significant financial implications for program title changes.

477: WOMEN, GENDER, AND SEXUALITY STUDIES (WGSS)

In Workflow

1. D-WMST Curriculum Manager (gwarman@umd.edu)
2. D-WMST PCC Chair (gwarman@umd.edu)
3. D-WMST Chair (natanaso@umd.edu)
4. ARHU Curriculum Manager (bauerr@umd.edu; myuen@umd.edu)
5. ARHU PCC Chair (bauerr@umd.edu; myuen@umd.edu; malucas@umd.edu)
6. ARHU Dean (bauerr@umd.edu; myuen@umd.edu)
7. Academic Affairs Curriculum Manager (mcolson@umd.edu)
8. Graduate School Curriculum Manager (aambrosi@umd.edu)
9. Graduate PCC Chair (aambrosi@umd.edu)
10. Dean of the Graduate School (sfetter@umd.edu; aambrosi@umd.edu)
11. Senate PCC Chair (mcolson@umd.edu; vorlando@umd.edu)
12. University Senate Chair (mcolson@umd.edu)
13. President (mcolson@umd.edu)
14. Chancellor (mcolson@umd.edu)
15. MHEC (mcolson@umd.edu)
16. Provost Office (mcolson@umd.edu)
17. Graduate Catalog Manager (aambrosi@umd.edu)

Approval Path

1. Wed, 29 Sep 2021 20:58:33 GMT
Gwen Warman (gwarman): Approved for D-WMST Curriculum Manager
2. Wed, 29 Sep 2021 21:03:34 GMT
Gwen Warman (gwarman): Approved for D-WMST PCC Chair
3. Thu, 30 Sep 2021 16:42:22 GMT
Neda Atanasoski (natanaso): Approved for D-WMST Chair
4. Mon, 18 Oct 2021 14:51:03 GMT
Betsy Yuen (myuen): Approved for ARHU Curriculum Manager
5. Tue, 19 Oct 2021 12:32:44 GMT
Melissa Lucas (malucas): Approved for ARHU PCC Chair
6. Tue, 19 Oct 2021 13:21:53 GMT
Ralph Bauer (bauerr): Approved for ARHU Dean
7. Wed, 20 Oct 2021 15:49:12 GMT
Michael Colson (mcolson): Approved for Academic Affairs Curriculum Manager
8. Wed, 27 Oct 2021 16:22:05 GMT
Angela Ambrosi (aambrosi): Approved for Graduate School Curriculum Manager
9. Wed, 27 Oct 2021 16:24:17 GMT
Angela Ambrosi (aambrosi): Approved for Graduate PCC Chair
10. Thu, 28 Oct 2021 12:00:50 GMT
Steve Fetter (sfetter): Approved for Dean of the Graduate School
11. Fri, 05 Nov 2021 16:51:12 GMT
Valerie Orlando (vorlando): Approved for Senate PCC Chair

History

1. Sep 16, 2019 by Angela Ambrosi (aambrosi)
2. Oct 18, 2019 by William Bryan (wbryan)
3. Aug 14, 2020 by Angela Ambrosi (aambrosi)
4. Aug 14, 2020 by Angela Ambrosi (aambrosi)
5. Aug 14, 2020 by Angela Ambrosi (aambrosi)

Date Submitted: Wed, 29 Sep 2021 18:56:24 GMT

Viewing: 477 : Women, Gender, and Sexuality Studies (WGSS)

Last approved: Fri, 14 Aug 2020 18:52:50 GMT

Last edit: Tue, 19 Oct 2021 14:15:34 GMT

Changes proposed by: Gwen Warman (gwarman)

Proposed Action

Rename Program

Program Name

Women, Gender, and Sexuality Studies (WGSS)

Program Status

Active

Effective Term

Winter 2022

Catalog Year

2021-2022

Program Level

Graduate Program

Program Type

Doctoral

Delivery Method

On Campus

Departments

Department

Women's Studies

Colleges

College

Arts and Humanities

Program/Major Code

WMST

MHEC Inventory Program

Women's Studies

CIP Code

050207 - Women's Studies.

HEGIS

499905

Degree(s) Awarded

Degree Awarded

Doctor of Philosophy

Proposal Contact

Gwen Warman and Neel Ahuja

Proposal Summary

The Department of Women's Studies has been renamed the Harriet Tubman Department of Women, Gender, and Sexuality Studies. This change will bring the doctoral program and department into alignment.

(PCC Log Number 21 040)

Program and Catalog Information

Catalog Program Requirements:

Students entering with a bachelor's degree are required to complete 27 credits of required courses and 27 credits of electives for a total of 54 credits. Students entering with a master's degree are required to complete 27 credits of required courses and 7 credits of electives.

Students in the program explore feminist and queer theories, methodologies, and genealogies through coursework within the department, then draw upon resources across UMD and the DC area to build an individualized course of study as they ready themselves for dissertation research. With the guidance of faculty, students work through our series of benchmarks in order to gain a strong grounding in our field and then develop their specific trajectory, pursuing the classes, networks, and training necessary for the projects they are building.

Advance to Candidacy: In addition to the course requirements below, students must pass all of the following: the General Examination, Interdisciplinary Paper, Portfolio Review, Major Field Exam, and Dissertation Prospectus. Students must also demonstrate reading competency in a language other than English, relevant to their course of study.

Post-Candidacy: Complete at least 12 credits of WMST899 Doctoral Dissertation Research and successfully defend and submit an original dissertation.

Course	Title	Credits
Required courses:		
WMST601	Approaches to Women's Studies I	3
WMST602	Approaches to Women's Studies II	3
WMST618	Feminist Pedagogy	3
WMST621	Feminist Theories and Women's Movements: Genealogies	3
WMST628	Women's Studies Colloquium (1 credit per semester until candidacy)	3
Electives		27
Dissertation Research Requirements		
WMST899	Doctoral Dissertation Research	12
Total Credits		54

Program Modification Information

Impact on current students. It should be specifically acknowledged that students enrolled in the program prior to the effective date of any curriculum change may complete their program under the old requirements if they wish. The courses required must remain available, or suitable substitutions specifically designated.

There are no course or requirement changes and no impacts on current students.

Linked Programs

Renaming Program

Provide a rationale for renaming the program.

The Department of Women's Studies has been renamed the Harriet Tubman Department of Women, Gender, and Sexuality Studies. This change will bring the doctoral program and department into alignment.

Key: 477

Program Change Request

Date Submitted: 09/29/21 2:56 pm

Viewing: **477 : Women, Gender, and Sexuality Studies (WGSS)** ~~Women's Studies (WMST)~~

Last approved: 08/14/20 2:52 pm

Last edit: 10/19/21 10:15 am

Changes proposed by: Gwen Warman (gwarman)

Catalog Pages Using this Program

[Women's Studies, Doctor of Philosophy \(Ph.D.\)](#)

Proposed Action **Rename Program** ~~Curriculum Change~~

Program Name

In Workflow

1. D-WMST Curriculum Manager
2. D-WMST PCC Chair
3. D-WMST Chair
4. ARHU Curriculum Manager
5. ARHU PCC Chair
6. ARHU Dean
7. Academic Affairs Curriculum Manager
8. Graduate School Curriculum Manager
9. Graduate PCC Chair
10. Dean of the Graduate School
11. Senate PCC Chair
12. University Senate Chair
13. President
14. Chancellor
15. MHEC
16. Provost Office
17. Graduate Catalog Manager

Approval Path

1. 09/29/21 4:58 pm
Gwen Warman (gwarman):
Approved for
D-WMST
Curriculum

- Manager
2. 09/29/21 5:03 pm
Gwen Warman
(gwarman):
Approved for
D-WMST PCC Chair
 3. 09/30/21 12:42 pm
Neda Atanasoski
(natanaso):
Approved for
D-WMST Chair
 4. 10/18/21 10:51 am
Betsy Yuen (myuen):
Approved for ARHU
Curriculum
Manager
 5. 10/19/21 8:32 am
Melissa Lucas
(malucas):
Approved for ARHU
PCC Chair
 6. 10/19/21 9:21 am
Ralph Bauer
(bauerr): Approved
for ARHU Dean
 7. 10/20/21 11:49 am
Michael Colson
(mcolson):
Approved for
Academic Affairs
Curriculum
Manager
 8. 10/27/21 12:22 pm
Angela Ambrosi
(aambrosi):
Approved for
Graduate School
Curriculum
Manager
 9. 10/27/21 12:24 pm
Angela Ambrosi

(aambrosi):
Approved for
Graduate PCC Chair

10. 10/28/21 8:00 am
Steve Fetter

(sfetter): Approved
for Dean of the
Graduate School

11. 11/05/21 12:51 pm
Valerie Orlando

(vorlando):
Approved for
Senate PCC Chair

History

1. Sep 16, 2019 by
Angela Ambrosi
(aambrosi)
2. Oct 18, 2019 by
William Bryan
(wbryan)
3. Aug 14, 2020 by
Angela Ambrosi
(aambrosi)
4. Aug 14, 2020 by
Angela Ambrosi
(aambrosi)
5. Aug 14, 2020 by
Angela Ambrosi
(aambrosi)

Women, Gender, and Sexuality Studies (WGSS) ~~Women's Studies (WMST)~~

Program Status	Active
Effective Term	Winter 2022
Catalog Year	2021-2022
Program Level	Graduate Program
Program Type	Doctoral

Delivery Method On Campus

Departments

Department
Women's Studies

Colleges

College
Arts and Humanities

Program/Major Code WMST

MHEC Inventory Program Women's Studies

CIP Code 050207 - Women's Studies.

HEGIS 499905

MHEC Recognized Area(s) of Concentration

Degree(s) Awarded

Degree Awarded
Doctor of Philosophy

If other, new degree award:

Proposal Contact

Gwen Warman and Neel Ahuja

Proposal Summary

The Department of Women's Studies has been renamed the Harriet Tubman Department of Women, Gender, and Sexuality Studies. This change will bring the doctoral program and department into alignment.

(PCC Log Number 21040)

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.

Catalog Program Requirements:

Students entering with a bachelor's degree are required to complete 27 credits of required courses and 27 credits of electives for a total of 54 credits. Students entering with a master's degree are required to complete 27 credits of required courses and 7 credits of electives.

Students in the program explore feminist and queer theories, methodologies, and genealogies through coursework within the department, then draw upon resources across UMD and the DC area to build an individualized course of study as they ready themselves for dissertation research. With the guidance of faculty, students work through our series of benchmarks in order to gain a strong grounding in our field and then develop their specific trajectory, pursuing the classes, networks, and training necessary for the projects they are building.

Advance to Candidacy: In addition to the course requirements below, students must pass all of the following: the General Examination, Interdisciplinary Paper, Portfolio Review, Major Field Exam, and Dissertation Prospectus. Students must also demonstrate reading competency in a language other than English, relevant to their course of study.

Post-Candidacy: Complete at least 12 credits of [WMST899](#) Doctoral Dissertation Research and successfully defend and submit an original dissertation.

Course	Title	Credits
Required courses:		
WMST601	Approaches to Women's Studies I	3
WMST602	Approaches to Women's Studies II	3
WMST618	Feminist Pedagogy	3
WMST621	Feminist Theories and Women's Movements: Genealogies	3
WMST628	Women's Studies Colloquium (1 credit per semester until candidacy)	3
Electives		27
Dissertation Research Requirements		
WMST899	Doctoral Dissertation Research	12
Total Credits		54

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.

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

Program Modification Information

Impact on current students. It should be specifically acknowledged that students enrolled in the program prior to the effective date of any curriculum change may complete their program under the old requirements if they wish. The courses required must remain available, or suitable substitutions specifically designated.

There are no course or requirement changes and no impacts on current students.

Linked Programs

Indicate in the space below all programs to which this program is formally linked (e.g., approved combined bachelor's/master's programs, dual master's programs, or joint-programs with other universities). If the proposed modification will affect the linked program, provide as an attachment the new curriculum for each arrangement and provide supporting correspondence from the director of the linked program.

Renaming Program

Provide a rationale for renaming the program.

The Department of Women's Studies has been renamed the Harriet Tubman Department of Women, Gender, and Sexuality Studies. This change will bring the doctoral program and department into alignment.

Supporting Documents

Attachments

Administrative
Documents

Reviewer

Comments



Rename the Post-Baccalaureate Certificate in “Women’s Studies” to “Women, Gender, and Sexuality Studies” (PCC 21041)

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

REVIEW DATES SEC – November 22, 2021 | SENATE – December 9, 2021

VOTING METHOD In a single vote

**RELEVANT
POLICY/DOCUMENT**

**NECESSARY
APPROVALS** Senate, President, University System of Maryland Chancellor, and Maryland Higher Education Commission

ISSUE

In 2020, the College of Arts and Humanities’ Department of Women’s Studies was renamed the Harriet Tubman Department of Women, Gender, and Sexuality Studies. In the spring of 2021, the undergraduate major and upper-division certificate program titles in Women’s Studies were also changed to Women, Gender, and Sexuality Studies. This proposal is to rename the Post-Baccalaureate Certificate in “Women’s Studies” to “Women, Gender, and Sexuality Studies.” The proposal will align the program with the department and undergraduate program names, and also reflect the current scope of the program.

The proposal was approved administratively by the Graduate School PCC committee on October 27, 2021, and the Senate Programs, Curricula, and Courses committee on November 5, 2021.

RECOMMENDATION(S)

The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this name change.

COMMITTEE WORK

The committee considered this proposal at its meeting on November 5, 2021 as part of its consent agenda. A presentation was not required because previous proposals to change the names of the department and the undergraduate programs were approved by the committee. The PCC Committee approved the proposal.

ALTERNATIVES

The Senate could decline to approve this new program title.

RISKS

If the Senate declines to approve this program title change, the current program will not adequately describe the coursework and activities of the program.

FINANCIAL IMPLICATIONS

There are no significant financial implications for program title changes.

478: WOMEN, GENDER, AND SEXUALITY STUDIES

In Workflow

1. D-WMST Curriculum Manager (gwarman@umd.edu)
2. D-WMST PCC Chair (gwarman@umd.edu)
3. D-WMST Chair (natanaso@umd.edu)
4. ARHU Curriculum Manager (bauerr@umd.edu; myuen@umd.edu)
5. ARHU PCC Chair (bauerr@umd.edu; myuen@umd.edu; malucas@umd.edu)
6. ARHU Dean (bauerr@umd.edu; myuen@umd.edu)
7. Academic Affairs Curriculum Manager (mcolson@umd.edu)
8. Graduate School Curriculum Manager (aambrosi@umd.edu)
9. Graduate PCC Chair (aambrosi@umd.edu)
10. Dean of the Graduate School (sfetter@umd.edu; aambrosi@umd.edu)
11. Senate PCC Chair (mcolson@umd.edu; vorlando@umd.edu)
12. University Senate Chair (mcolson@umd.edu)
13. President (mcolson@umd.edu)
14. Chancellor (mcolson@umd.edu)
15. MHEC (mcolson@umd.edu)
16. Provost Office (mcolson@umd.edu)
17. Graduate Catalog Manager (aambrosi@umd.edu)

Approval Path

1. Wed, 29 Sep 2021 20:58:37 GMT
Gwen Warman (gwarman): Approved for D-WMST Curriculum Manager
2. Wed, 29 Sep 2021 21:03:45 GMT
Gwen Warman (gwarman): Approved for D-WMST PCC Chair
3. Thu, 30 Sep 2021 16:42:28 GMT
Neda Atanasoski (natanaso): Approved for D-WMST Chair
4. Mon, 18 Oct 2021 14:51:34 GMT
Betsy Yuen (myuen): Approved for ARHU Curriculum Manager
5. Tue, 19 Oct 2021 12:32:46 GMT
Melissa Lucas (malucas): Approved for ARHU PCC Chair
6. Tue, 19 Oct 2021 13:21:58 GMT
Ralph Bauer (bauerr): Approved for ARHU Dean
7. Wed, 20 Oct 2021 15:49:33 GMT
Michael Colson (mcolson): Approved for Academic Affairs Curriculum Manager
8. Wed, 27 Oct 2021 16:22:09 GMT
Angela Ambrosi (aambrosi): Approved for Graduate School Curriculum Manager
9. Wed, 27 Oct 2021 16:27:30 GMT
Angela Ambrosi (aambrosi): Approved for Graduate PCC Chair
10. Thu, 28 Oct 2021 12:00:44 GMT
Steve Fetter (sfetter): Approved for Dean of the Graduate School
11. Fri, 05 Nov 2021 16:51:16 GMT
Valerie Orlando (vorlando): Approved for Senate PCC Chair

History

1. Sep 16, 2019 by Angela Ambrosi (aambrosi)
2. Oct 18, 2019 by William Bryan (wbryan)

Date Submitted: Wed, 29 Sep 2021 19:04:33 GMT

Viewing: 478 : Women, Gender, and Sexuality Studies

Last approved: Fri, 18 Oct 2019 20:27:36 GMT

Last edit: Tue, 19 Oct 2021 14:16:04 GMT

Changes proposed by: Gwen Warman (gwarman)

Proposed Action

Rename Program

Program Name

Women, Gender, and Sexuality Studies

Program Status

Active

Effective Term

Winter 2022

Catalog Year

2021-2022

Program Level

Graduate Program

Program Type

Post-Baccalaureate Certificate

Delivery Method

On Campus

Departments

Department

Women's Studies

Colleges

College

Arts and Humanities

Program/Major Code

Z006

MHEC Inventory Program

Women's Studies

CIP Code

050207 - Women's Studies.

HEGIS

499905

Degree(s) Awarded

Degree Awarded

Certificate, Post-Baccalaureate

Proposal Contact

Gwen Warman and Neel Ahuja

Proposal Summary

The Department of Women's Studies has been renamed the Harriet Tubman Department of Women, Gender, and Sexuality Studies. This change will bring the certificate program and department into alignment.

(PCC Log Number 21041)

Program and Catalog Information

Catalog Program Requirements:

18 credits required

Please visit the program website (<http://wmst.umd.edu/>) for more information.

Course	Title	Credits
WMST601	Approaches to Women's Studies I	3
WMST602	Approaches to Women's Studies II	3
WMST621	Feminist Theories and Women's Movements: Genealogies	3
Select nine credits of electives chosen with advisor		9
Total Credits		18

Program Modification Information

Impact on current students. It should be specifically acknowledged that students enrolled in the program prior to the effective date of any curriculum change may complete their program under the old requirements if they wish. The courses required must remain available, or suitable substitutions specifically designated.

No impact

Linked Programs

Renaming Program

Provide a rationale for renaming the program.

The Department of Women's Studies has been renamed the Harriet Tubman Department of Women, Gender, and Sexuality Studies. This change will bring the master's program and department into alignment.

Key: 478

Program Change Request

Date Submitted: 09/29/21 3:04 pm

Viewing: **478 : Women, Gender, and Sexuality**

Studies ~~Women's Studies (2006)~~

Last approved: 10/18/19 4:27 pm

Last edit: 10/19/21 10:16 am

Changes proposed by: Gwen Warman (gwarman)

Catalog Pages Using this Program

[Women's Studies, Post-Baccalaureate Certificate \(P.B.C.\)](#)

Proposed Action **Rename Program**

Program Name

In Workflow

1. D-WMST Curriculum Manager
2. D-WMST PCC Chair
3. D-WMST Chair
4. ARHU Curriculum Manager
5. ARHU PCC Chair
6. ARHU Dean
7. Academic Affairs Curriculum Manager
8. Graduate School Curriculum Manager
9. Graduate PCC Chair
10. Dean of the Graduate School
11. Senate PCC Chair
12. University Senate Chair
13. President
14. Chancellor
15. MHEC
16. Provost Office
17. Graduate Catalog Manager

Approval Path

1. 09/29/21 4:58 pm
Gwen Warman (gwarman):
Approved for
D-WMST
Curriculum

- Manager
2. 09/29/21 5:03 pm
Gwen Warman
(gwarman):
Approved for
D-WMST PCC Chair
3. 09/30/21 12:42 pm
Neda Atanasoski
(natanaso):
Approved for
D-WMST Chair
4. 10/18/21 10:51 am
Betsy Yuen (myuen):
Approved for ARHU
Curriculum
Manager
5. 10/19/21 8:32 am
Melissa Lucas
(malucas):
Approved for ARHU
PCC Chair
6. 10/19/21 9:21 am
Ralph Bauer
(bauerr): Approved
for ARHU Dean
7. 10/20/21 11:49 am
Michael Colson
(mcolson):
Approved for
Academic Affairs
Curriculum
Manager
8. 10/27/21 12:22 pm
Angela Ambrosi
(aambrosi):
Approved for
Graduate School
Curriculum
Manager
9. 10/27/21 12:27 pm
Angela Ambrosi

(aambrosi):
Approved for
Graduate PCC Chair

10. 10/28/21 8:00 am
Steve Fetter

(sfetter): Approved
for Dean of the
Graduate School

11. 11/05/21 12:51 pm
Valerie Orlando

(vorlando):
Approved for
Senate PCC Chair

History

1. Sep 16, 2019 by
Angela Ambrosi
(aambrosi)
2. Oct 18, 2019 by
William Bryan
(wbryan)

Women, Gender, and Sexuality Studies ~~Women's Studies (Z006)~~

Program Status	Active		
Effective Term	Winter 2022		
Catalog Year	2021-2022		
Program Level	Graduate Program		
Program Type	Post-Baccalaureate Certificate		
Delivery Method	On Campus		
Departments	<table border="1"> <thead> <tr> <th>Department</th> </tr> </thead> <tbody> <tr> <td>Women's Studies</td> </tr> </tbody> </table>	Department	Women's Studies
Department			
Women's Studies			
Colleges	<table border="1"> <thead> <tr> <th>College</th> </tr> </thead> <tbody> <tr> <td>Arts and Humanities</td> </tr> </tbody> </table>	College	Arts and Humanities
College			
Arts and Humanities			
Program/Major Code	Z006		

MHEC Inventory Women's Studies
Program

CIP Code 050207 - Women's Studies.

HEGIS 499905

MHEC Recognized
Area(s) of
Concentration

Degree(s) Awarded

Degree Awarded
Certificate, Post-Baccalaureate

If other, new
degree award:

Proposal Contact

Gwen Warman and Neel Ahuja

Proposal Summary

The Department of Women's Studies has been renamed the Harriet Tubman Department of Women, Gender, and Sexuality Studies. This change will bring the certificate program and department into alignment.

(PCC Log Number 21041)

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.

Catalog Program Requirements:

18 credits required

Please visit the [program website](#) for more information.

Course	Title	Credits
WMST601	Approaches to Women's Studies I	3
WMST602	Approaches to Women's Studies II	3

Course	Title	Credits
WMST621	Feminist Theories and Women's Movements: Genealogies	3
Select nine credits of electives chosen with advisor		9
Total Credits		18

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.

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

Program Modification Information

Impact on current students. It should be specifically acknowledged that students enrolled in the program prior to the effective date of any curriculum change may complete their program under the old requirements if they wish. The courses required must remain available, or suitable substitutions specifically designated.

No impact

Linked Programs

Indicate in the space below all programs to which this program is formally linked (e.g., approved combined bachelor's/master's programs, dual master's programs, or joint-programs with other universities). If the proposed modification will affect the linked program, provide as an attachment the new curriculum for each arrangement and provide supporting correspondence from the director of the linked program.

Renaming Program

Provide a rationale for renaming the program.

The Department of Women's Studies has been renamed the Harriet Tubman Department of Women, Gender, and Sexuality Studies. This change will bring the master's program and department into alignment.

Supporting Documents

Attachments

Administrative
Documents

Reviewer

Comments

Key: 478



Proposal to Establish a University Privacy Policy

PRESENTED BY Derek Richardson, IT Council, Chair

REVIEW DATES SEC – November 22, 2021 | SENATE – December 9, 2021

VOTING METHOD In a single vote

RELEVANT POLICY/DOCUMENT N/A

NECESSARY APPROVALS Senate, President

ISSUE

In fall 2020, a proposal was submitted to the Senate Executive Committee (SEC) related to the creation of a new University Privacy Policy. The proposal noted that the University lacked a formal Privacy Policy, and that the lack of such a policy could lead to the University's inability to meet regulatory compliance obligations, as well as a potential inability by the University to obtain grant funding. In April 2021, the SEC voted to charge the IT Council to review the proposal, related regulations and policies, to benchmark with peer institutions, propose a new policy, and consult with University stakeholders on the proposed policy.

RECOMMENDATION(S)

The IT Council recommends that the proposed University of Maryland Privacy Policy, as shown immediately following this report, be approved.

COMMITTEE WORK

The IT Council began its review of the charge in April 2021. The Council agreed to task the IT Security Advisory Committee (ITSAC) with fulfilling the elements of the SEC's charge. The ITSAC consulted with the proposer (the Chief Data Privacy Officer), the Vice President for Information Technology & Chief Information Officer (VPIT & CIO), the Office of General Council, and stakeholders across administrative, academic, and research units, including Senate staff, to develop a draft privacy policy. The Committee also reviewed peer institution policies and best practices. After a preliminary draft of the policy was developed utilizing feedback from individual employees and students, departments, colleges, and senior leadership, it was made publicly available via a campus-wide notification, and five open forums were held in September 2021. Community feedback from these forums was incorporated into a more detailed draft policy, which was presented to the Senate at its October 2021 meeting to solicit preliminary feedback before the policy could be finalized. Additional feedback from Senators and the Senate Chair was incorporated into a final draft of the policy that the ITSAC submitted to IT Council in November for approval. The IT Council unanimously approved the proposed new privacy policy at its meeting on November 10, 2021.

Throughout drafting and feedback cycles, several subjects were given deep consideration by the ITSAC including the applicability of the policy; defining the University's core Privacy Principles; equity as a privacy principle; expectation of Privacy granted by the policy; relationships between the proposed policy, privacy-related regulations, and existing University policies that directly address such regulations, the forthcoming standards; exceptions to the policy; and whether and how policy violations should be addressed within the proposed policy.

IT COUNCIL REVIEW

Members of the IT Council participated in, or were briefed about, each of these conversations throughout the drafting and feedback process, and were granted real-time opportunities to provide their own input. Further, the November meeting of the IT Council was devoted entirely to exploring and reaffirming the decisions made on each of the issues identified by the committee. The IT Council unanimously voted to approve the proposed new policy at its meeting on November 10, 2021 and subsequently approved two technical revisions to remove placeholder links from the policy on December 1, 2021.

ALTERNATIVES

The Senate could choose not to approve the proposed new policy. However, doing so would continue to put the University at substantial risk with regard to compliance with regulatory and contractual requirements.

RISKS

There are no risks to the University in adopting the proposed policy.

FINANCIAL IMPLICATIONS

Adoption of the proposed policy is likely to create new and/or updated institutional processes that may require leveraging existing resources in new ways or additional resources.



Proposal to Establish a University Privacy Policy

2021-2022 Committee Members

Derek Richardson (Chair)
Yifei Mo (Faculty)
Jim Zahniser (Faculty)
Julie Wright (Exempt Staff)
Philip Piety (Faculty)
Mary Shelley (Exempt Staff)
Jonathan Resop (Faculty)
Peter Keleher (Faculty)
Lisa Peterson (Exempt Staff)
Eunha Yim (Graduate Student)
Hallie Oines (Undergraduate)

Jeffrey Hollingsworth (Ex-Officio)
Axel Persaud (Ex-Officio)
Marcio A. Oliveira (Ex-Officio)
Joseph Gridley (Ex-Officio)
Gerry Sneeringer (Ex-Officio)
Jack Blanchard (Ex-Officio)

Date of Submission

November 2021

BACKGROUND

In fall 2020, a proposal was submitted to the Senate Executive Committee (SEC) related to the creation of a new University Privacy Policy. The proposal noted that the University lacked a formal Privacy Policy, and that the lack of such a policy could lead to the University's inability to meet regulatory compliance obligations, as well as a potential inability by the University to obtain grant funding. In April 2021, the SEC voted to charge the IT Council to review the proposal, related regulations and policies, benchmark with peer institutions, propose a new policy, and consult with University stakeholders on the proposed policy.

COMMITTEE WORK

The IT Council began its review of the charge in April 2021. The Council agreed to task the IT Security Advisory Committee (ITSAC) with fulfilling the elements of the SEC's charge. The ITSAC consulted with the proposer (the Chief Data Privacy Officer), the Vice President for Information Technology & Chief Information Officer (VPIT & CIO), the Office of General Council, and stakeholders across administrative, academic, and research units, including Senate staff, to develop a draft privacy policy. The Committee also reviewed peer institution policies and best practices. After a preliminary draft of the policy was developed utilizing feedback from individual employees and students, departments, colleges, and senior leadership, it was made publicly available via a campus-wide notification, and five open forums were held in September 2021. Community feedback from these forums was incorporated into a more detailed draft policy, which was presented to the Senate at its October 2021 meeting to solicit preliminary feedback before the policy could be finalized. Additional feedback from Senators and the Senate Chair was incorporated into a final draft of the policy that the ITSAC submitted to IT Council in November for approval. The IT Council unanimously approved the proposed new privacy policy at its meeting on November 10, 2021.

Throughout drafting and feedback cycles, several subjects were given deep consideration by the ITSAC. The applicability of the policy arose as a critical question. As the proposed policy is intended to address all collection, processing, and use of the information of any identified individual, the ITSAC took great care to clarify that the policy applies regardless of the relationship of a data subject to the University, regardless of the origin of the data, regardless of the affiliation an

individual may have with the University, and regardless of the purposes for which information may be used.

Defining the University's core Privacy Principles was also a critical conversation. Of key interest were the principles of Transparency and Equity. After much discussion and feedback, the ITSAC chose to describe the principle of Transparency as an individual's ability to discover the purpose for which their data may be used, as well as information regarding the collection, storage, and use of such information. The ITSAC explored whether Transparency was suitably addressed by making information available upon request of an individual, or whether Transparency could only be achieved through proactive notice to an individual each time their data was to be used. It was ultimately decided that proactive notice to each individual each time their data was used was infeasible in practice, and was likely to create an environment in which such notices would become noise to be ignored. The return.umd.edu Data Use Policy was reviewed and held as an exemplar of appropriate Transparency in the absence of individual notifications.

Equity as a privacy principle was carefully considered, specifically in regard to what the principle may address in practice. Equity was discussed in the context of the impact that collection and use of certain data elements, including but not limited to demography, could have on an individual; given that improper use of identifiable information can represent a significant risk of harm to individuals and perpetuate systemic inequalities, it was determined that Equity considerations in the collection and use of information should be addressed as a core principle.

Much discussion was also had by the ITSAC and stakeholders with regard to the Expectation of Privacy granted by the policy. It was recognized that some expectation of privacy was critical to the promotion of academic freedom and furtherance of the University's mission. However, it was also noted that certain regulatory regimes, including the Maryland Public Information Act, restrict that expectation of privacy. Further, it was recognized that the University has obligations to its community to protect the health and safety of its members, the integrity of its academic offerings, and the responsible stewardship of the funds it receives. As such, the policy both grants a reasonable expectation of privacy while also reserving the right for the University to access and use PII to investigate misconduct or other risks to the University community. It was acknowledged and considered important to note that the University's right in this interest remains subject to the privacy principles and operational standards that will balance the University's obligations with the privacy rights of its data subjects.

Discussion was also had regarding the relationships between the proposed policy, privacy-related regulations, and existing University policies that directly address such regulations. Great care was taken to ensure that the framework set forth by the proposed policy and its forthcoming standards will guide the interpretation and implementation of regulatory obligations and existing policies. Among broader discussions, the ITSAC and its stakeholders discussed the interplay between this policy and existing policies that address healthcare information, student data, financial information, and personnel records. It was concluded that the principles and expectations of the proposed policy, as well as its implementing standards, would set the way privacy-related regulatory or policy requirements, such as the evaluation of "minimum necessary use" and "legitimate interest", would be accomplished.

The forthcoming standards were also an issue of critical concern. The ITSAC recognized that the abstract nature of privacy principles and expectations requires operational requirements to provide the University community assurance not only that they were acting in compliance with the policy, but also that the University itself would be held to the principles and expectations. It was determined

that the proposed policy should follow the model of the University's Policy on the Acceptable Use of Information technology Resources, which allows for the issuance of Standards to supplement the policy. It was important to note that such standards have the potential to impact many individuals, units, and activities at the University; as such, it was determined that the policy should specifically address the need for the Vice President for Information Technology & Chief Information Officer to coordinate the development of such standards with the IT Council and other appropriate University stakeholders.

Exceptions were also considered a key component of the proposed policy, as unanticipated events or uses of data may arise that have the potential to conflict with the policy's principles or expectations. The use of wireless log data to establish COVID-19 testing compliance was considered as an exemplar of a use of data that exceeded the anticipated purpose for which the data was collected, yet served a critical enough health and safety purpose to require an exception to the principle of Limitation. Importantly, it was noted that such exceptions will require official requests that must be reviewed by a group of stakeholders, and such requests must evaluate the purpose for the exception in context of any risks to the privacy of the individuals that may be impacted.

Finally, robust discussion was had related to whether and how policy violations should be addressed within the proposed policy. The ITSAC discussed this issue with several stakeholders and received significant feedback. It was noted that individual violations of the proposed policy should remain subject to standard University procedures related to employee or student misconduct. However, further discussion was had regarding the potential University-wide impact of individual or unit-level violations. It was determined that, while the proposed policy should not change any processes or procedures related to individuals' violations, the Policy should establish and clarify the responsibility that a unit is subject to in the event that a Unit Head knowingly or intentionally violates a policy on behalf of their unit where such a violation results in externally imposed costs, whether such costs are a result of regulatory fines or data breach remediation costs. It was, however, carefully noted that such a responsibility should only result from a deliberate decision. Further, it was noted that it may not be feasible or appropriate for a unit to cover the entire cost associated with a breach or fine, which resulted in the insertion of language to clarify that the unit may only be responsible for a portion of such costs.

IT COUNCIL REVIEW

Members of the IT Council participated in, or were briefed about, each of these conversations throughout the drafting and feedback process, and were granted real-time opportunities to provide their own input. Further, the November meeting of the IT Council was devoted entirely to exploring and reaffirming the decisions made on each of the issues identified by the committee. The IT Council unanimously voted to approve the proposed new policy at its meeting on November 10, 2021.

The IT Council voted to approve two technical revisions to remove placeholder language for hyperlinks from the policy on December 1, 2021.

RECOMMENDATION

The IT Council recommends that the proposed University of Maryland Privacy Policy, as shown immediately following this report, be approved.

APPENDICES

Appendix 1 — Charge from the Senate Executive Committee

Appendix 2 — Privacy Policy Peer Institution Comparison



X-15.00(A) UNIVERSITY OF MARYLAND PRIVACY POLICY

Approved by the President [December X, 2021]

I. Introduction

The University of Maryland, College Park (“University”) values and embraces the ideals of freedom of inquiry, freedom of thought, and freedom of expression, all of which must be sustained in a community of scholars. The University encourages, supports, and protects freedom of expression, an open environment to pursue scholarly inquiry, and the open exchange of ideas and information. These values lie at the heart of our academic community.

The University must balance free expression with the institutional obligations of each member of the campus community to collect and use Personally Identifiable Information (“PII”) responsibly, ethically, transparently, and in a manner that both accords with the law and respects the rights of individuals. The University depends on a shared spirit of mutual respect and cooperation in order to create and maintain a culture of respect, equity, transparency, and responsibility.

Similarly, the University must balance the pursuit of its academic, research, and service missions and its legal, administrative, research, and academic responsibilities with its obligation to collect and use PII responsibly, ethically, transparently, and in a manner that both accords with the law and respects the rights of individuals.

In order to uphold these values, this Policy has been established as a framework for compliance, responsibility, and accountability as it relates to an individual’s Privacy Rights, with regard to the collection, use, and protection of PII.

II. Definitions

A. “Personally Identifiable Information” means information that is created, received, processed, stored, or transmitted by or on behalf of the University that, alone or in combination with other information, enables the identification of an individual. PII includes but is not limited to a person’s:

1. Full name;
2. Social Security Number;
3. Driver’s License or other State Identification Number;
4. Passport Number;

5. Biometric information including physiological, biological, or behavioral characteristics, including an individual's DNA, that can be used alone or in combination with other identifying data to establish an individual's identity;
 6. Geolocation Data;
 7. Internet or network activity, including browsing history, search history, and information regarding an identifiable individual's interaction with an internet website, application, or advertisement;
 8. Financial account number, credit card number, or debit card number that, in combination with any required security code, access code, or password, would permit access to an individual's account; and
 9. Identifiable health information, including disability status, related to the past, present, or future physical or mental health or condition of an individual.
- B. "Privacy Rights" includes, but is not limited to, an individual's right to control the use and collection of their Personally Identifiable Information.
- C. "Unit Head" means the administrator(s) responsible for a Unit.

III. Applicability

- A. This Policy applies to all Personally Identifiable Information (PII), regardless of the relationship an individual may have with the University, including but not limited to current, past, and prospective students, parents, employees, and human research data subjects.
- B. This Policy applies regardless of the origin of the PII, including but not limited to existing UMD data sets, new UMD-collected data, and data sets received from or created by third parties.
- C. This Policy applies to all members of the University community, visitors to the University, and users of University information systems with access to PII, including but not limited to students, faculty, staff, Unit Heads, and third-parties. All members of the university community who have access to PII must adhere to this policy and related standards and guidelines.
- D. This Policy also applies to all locations and operations of the University including but not limited to applications, projects, systems, or services that seek to access, collect, or otherwise use PII.

IV. Policy

- A. Principles

The following principles will guide the University and its units when making decisions on the collection or use of PII that may impact an individual's Privacy Rights. These principles provide a framework based upon respect, equity, transparency, responsibility, and limitations. It is the University's intent to use proportionate and effective measures to ensure that the University and the campus community will protect and respect an individual's Privacy Rights within the framework and limitations of applicable law and applicable policies.

1. RESPECT: The collection, use, and storage of PII will be balanced with the interests of impacted individuals. Privacy risks, including an individual's rights, dignity, and expectation of privacy, must be considered prior to such collection, use, or storage.
2. EQUITY: The educational and work environment should be one rich in diversity, inclusive, and supportive of all members of the campus community. Collection and use of PII will be consistent with the furtherance of these values.
3. TRANSPARENCY: Information regarding the collection, use, and storage of PII will be made available to individuals upon request. Individuals will have the ability to discover the purpose for which their data is used.
4. RESPONSIBILITY: The collection, use, and storage of PII involves risk, including but not limited to risks related to the appropriate collection of data, use of data, security of data, sharing of data, and data ownership. University activities must be proactively reviewed to ensure that such risks are understood and mitigated.
5. LIMITATION: PII that is collected, stored, and used will be limited to information that is relevant to accomplish clearly defined outcomes that support the University's mission. (e.g., legitimate educational, research, public service, or administrative purposes). PII will be securely deleted when no longer needed, subject to the University's Records Retention Schedule (<https://purchase.umd.edu/administrative-services/records-retention/umd-records-retention-schedule>).

B. Expectation of Privacy

1. The University recognizes a reasonable expectation of privacy in the data of its employees, affiliates, and students, in the interest of promoting academic freedom and an open, collegial atmosphere. This expectation of privacy is subject to applicable state and federal laws in addition to University policies and regulations, including the Principles set forth in this Policy, the University's Policy on Acceptable Use of Information Technology Resources, and all associated standards and guidelines.

2. Some PII may be subject to disclosure under the Maryland Public Information Act.
3. The University Reserves the right to access and use PII in its sole discretion to investigate actual or suspected instances of misconduct or risk to the University, students, faculty, staff, and third parties, subject to applicable law, University policy, and associated standards and guidelines.

C. Regulatory Obligations and Interpretations

1. As referenced above, the University must comply with Federal, State, and/or local laws and regulations related to privacy. This Policy and its associated Standards and Guidelines establish a framework for the University's compliance with privacy-related regulations. This framework governs the University's implementation of regulation-specific policies and standards, to address the collection and use of PII in compliance with structures including, but not limited to the Health Information Portability & Accountability Act (HIPAA), Gramm-Leach-Bliley Act (GLBA), Family Educational Rights and Privacy Act (FERPA), General Data Protection Regulation (GDPR), and Maryland's Protection of Personally Identifiable Information by Public Institutions of Higher Education law.

V. **Implementation**

A. This Policy, the associated Privacy Standards and Guidelines, and the implementation of those instruments are overseen by the University's Chief Data Privacy Officer (umd-privacy@umd.edu).

B. Standards and Guidelines

1. This Policy is supplemented by Privacy Standards and Guidelines that are developed in coordination with appropriate stakeholders and the University IT Council and maintained by the Chief Data Privacy Officer. These Standards and Guidelines address the operationalization of the privacy Principles identified in Section IV.A, including but not limited to access to specified data types, vendor engagement, incident response, and the exceptions process.
2. The Vice President for Information Technology & Chief Information Officer (VPIT & CIO) or designee may issue, amend, or rescind such Privacy Standards and Guidelines as required to comply with legal obligations and University policy, or to meet the needs of the University Community.

C. Exceptions

1. Where a legitimate need has been demonstrated, such as a novel use of an existing data set for health and safety purposes, the VPIT & CIO or designee, in

consultation with appropriate stakeholders, may grant exceptions to this Policy and its Standards and Guidelines.

2. When considering requests for exceptions, the VPIT & CIO or designee, in consultation with appropriate University stakeholders, will evaluate the documented purpose for the exception and the privacy risks to the individuals affected.
3. Subject to the University's legal obligations or circumstances that necessitate immediate access, the University may provide advance notification to an individual prior to the use of the individual's PII pursuant to an exception request. In certain instances, individuals may be unavailable to receive such advance notification, or such notification may not be reasonably practicable. In such cases use may occur without notification, consistent with applicable law.

VI. Policy Violations

- A. University employees or students who are found responsible for violating this Policy and/or the associated Privacy Standards and Guidelines may be subject to disciplinary action in accordance with relevant University policies. Furthermore, certain violations may result in civil penalties and/or criminal prosecution.
- B. Unit Heads who are found responsible for knowingly or intentionally violating this Policy and/or the associated Privacy Standards and Guidelines, where such violations lead to, or are responsible for, a reportable security incident or other penalties imposed by government regulators or agencies, may obligate the responsible unit to cover a portion or all of the University remediation costs and/or externally imposed penalties associated with the violation.

Appendix 1



UNIVERSITY SENATE

CHARGE

Charged: April 2, 2021 | Deadline: November 5, 2021

Proposal for the Establishment of a University Privacy Policy (Senate Document #20-21-15) Information Technology (IT) Council | Chair: Derek Richardson

The Senate Executive Committee (SEC) and Senate Chair Dugan request that the Information Technology (IT) Council review the proposal entitled, *Proposal for the Establishment of a University Privacy Policy*.

The IT Council should:

1. Review the [Proposal for the Establishment of a University Privacy Policy](#).
2. Review the draft privacy policy included in the proposal.
3. Review the Maryland Higher Education Privacy Act ([MD House Bill 1122](#)).
4. Review the University of Maryland Policy on Acceptable Use of Information Technology Resources ([X-1.00\[A\]](#)).
5. Review relevant Division of Information Technology [IT Security Standards](#) associated with IT privacy.
6. Review similar privacy policies at Big 10 and other peer institutions to identify best practices and principles.
7. Consult with the Vice President for Information Technology & Chief Information Officer.
8. Consult with the University's Chief Privacy Officer.
9. Consult with various campus stakeholder groups to collect feedback on best practices and principles in privacy policies.
10. Consider what elements should be included in a privacy policy at the University.
11. Consider whether the University of Maryland Policy on Acceptable Use of Information Technology Resources (X-1.00 [A]) aligns with the principles of a separate privacy policy, or whether adjustments are needed.
12. Consult with a representative of the Office of General Counsel on a proposed new policy or changes to existing University policy.
13. Recommend a new privacy policy for the University in alignment with the Maryland Higher Education Privacy Act.
14. If appropriate, recommend revisions to the University of Maryland Policy on Acceptable Use of Information Technology Resources (X-1.00 [A]), in order to align it with the development of a separate privacy policy.

We ask that you submit a report to the Senate Office no later than **November 5, 2021**. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, reka@umd.edu.

Appendix 2

Institution	Has Privacy Policy?	Has supplemental materials (statements, guidelines, standards, etc)?	Policy establishes principles?	Policy establishes expectations of privacy?	Policy "owner"	Link(s)
University of Indiana	Yes	Procedures in Policy	Indirect	Yes	CIO	https://policies.iu.edu/policies/it-07-privacy-it-resources/index.html
Michigan State	Part of AUP	No	No	Indirect	CIO	https://tech.msu.edu/about/guidelines-policies/aup/
Northwestern	Yes	No	Indirect	No	Compliance & Ethics	https://www.it.northwestern.edu/policies/privacy-issues.html
Ohio State	Yes	Yes	Yes	No	CIO	https://it.osu.edu/privacy
Penn State	Yes	Yes	Yes	Yes	CISO	https://policy.psu.edu/policies/ad53
Purdue	Part of security policy	Yes	Indirect	Indirect	CIO	https://www.purdue.edu/policies/information-technology/viib8.html
Rutgers	Only for specific areas (ex., libraries)	N/a	N/a	N/a	N/a	https://www.libraries.rutgers.edu/about-rutgers-university-libraries/policies-and-guidelines/privacy-policy
University of Illinois - Urbana-Champaign	System-level policy	Yes	No	Indirect	State System	https://www.vpaa.uillinois.edu/resources/web_privacy
University of Iowa	Part of AUP	Yes	Indirect	Indirect	CIO	https://opsmanual.uiowa.edu/community-policies/acceptable-use-information-technology-resources
University of Michigan	Yes	Yes	Yes	Indirect	CIO	https://umich.edu/about/privacy-statement/
University of Minnesota	MN Law	Yes	N/A	Indirect	CISO	https://privacy.umn.edu/
University of Nebraska-Lincoln	Yes	No	Indirect	Indirect	CIO	https://its.unl.edu/unlprivacypolicy/
University of Wisconsin - Madison	Yes	No	Indirect	Indirect	Area-specific	https://www.wisc.edu/privacy-notice/



ELEVATE

Elevating our ERP system to the cloud at UMD.

Jack Blanchard

Associate Provost for Enterprise Resource Planning

Elevate Update:

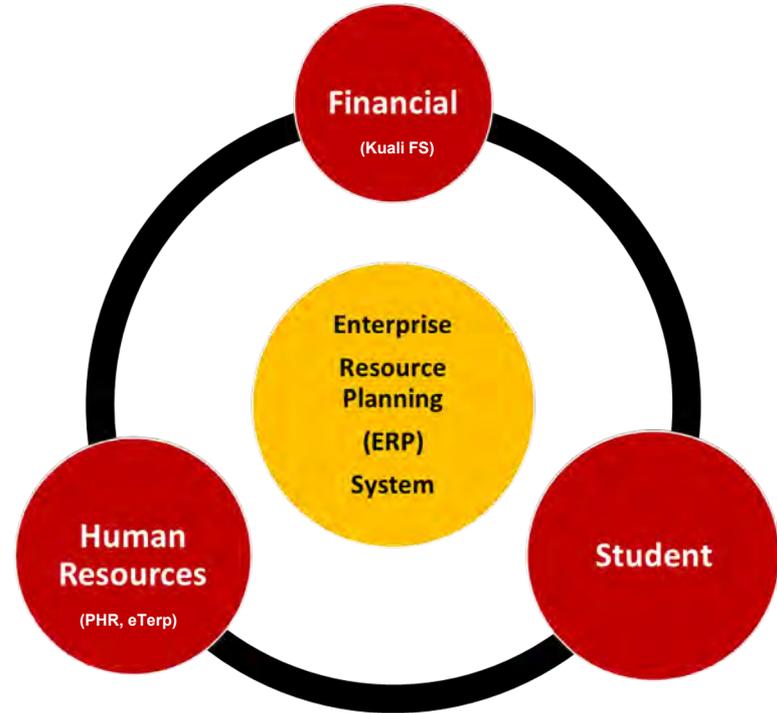
1. The problem - Legacy ERP
2. The solution - Workday
3. How is this getting done?
4. Where are we in the process?
5. Who is involved?
6. Q&A



The Problem

What problem are we trying to fix?

**Our obsolete ERP
system can no
longer meet the
complex needs of a
flagship research
university.**



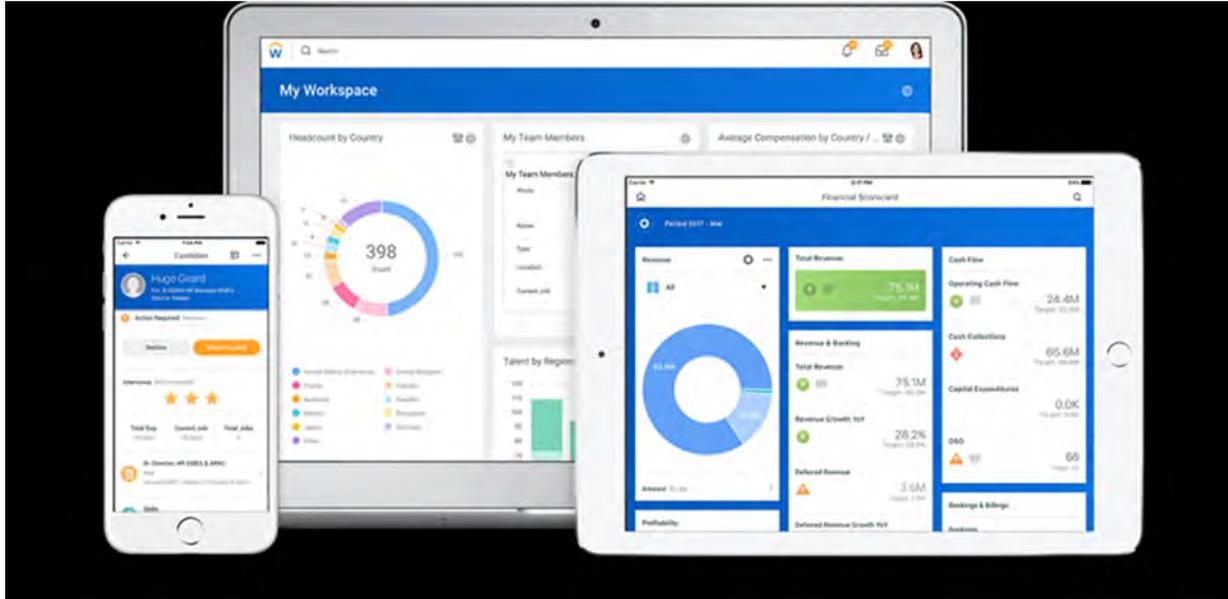
Elevate Program Goals

- Provide a **positive user experience** for students, staff, and faculty.
- Make the university more **efficient and effective** through simplified and streamlined key business processes.
- Allow the university to accurately **collect, report, and analyze data** important for decision-making.
- Ensure **data security and privacy** and meet all regulatory, compliance, and accreditation needs.
- Ensure that our ERP systems are reliable and can be **easily maintained and updated**.

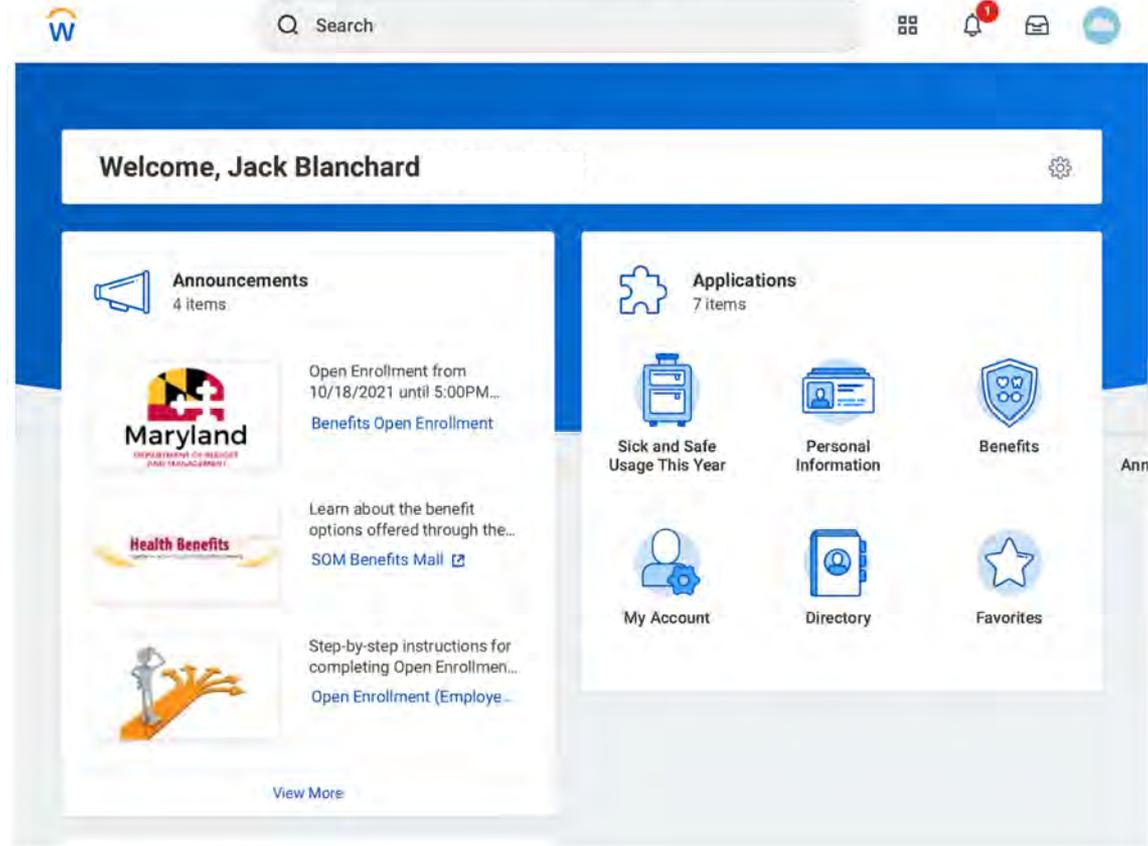


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Elevating our ERP to the cloud with Workday.



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W Search

Welcome, Jack Blanchard

Announcements

4 items



Open Enrollment from 10/18/2021 until 5:00PM...
[Benefits Open Enrollment](#)



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Step-by-step instructions for completing Open Enrollmen...
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Applications

7 items



[Sick and Safe Usage This Year](#)



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1

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Information
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Dynamic
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Single
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Enhanced
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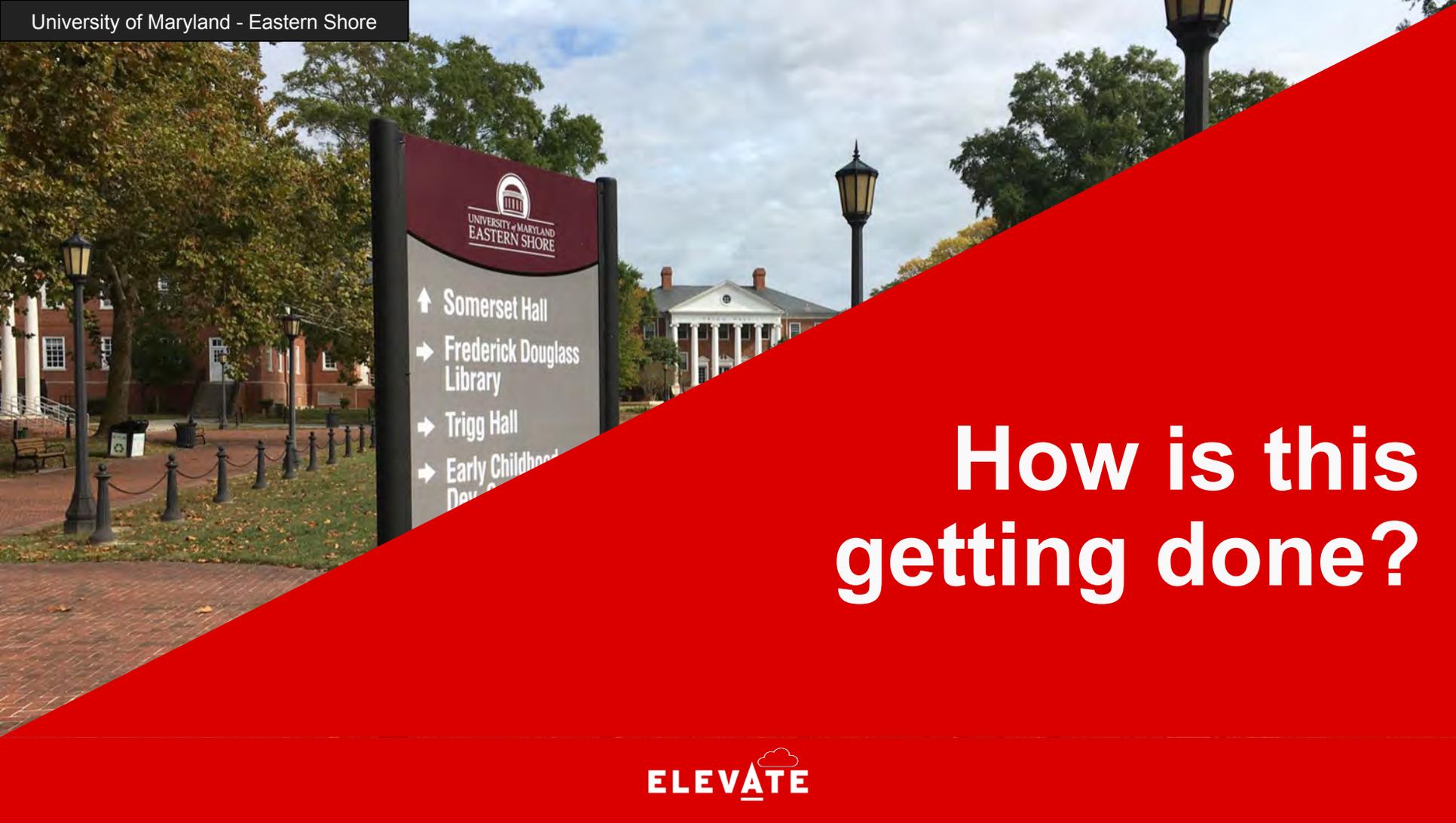
Streamlined
Integrations



Simplified
Training



Multilingual
Support



**How is this
getting done?**

Implementation Is A Partnership

One ERP. One Transformation.



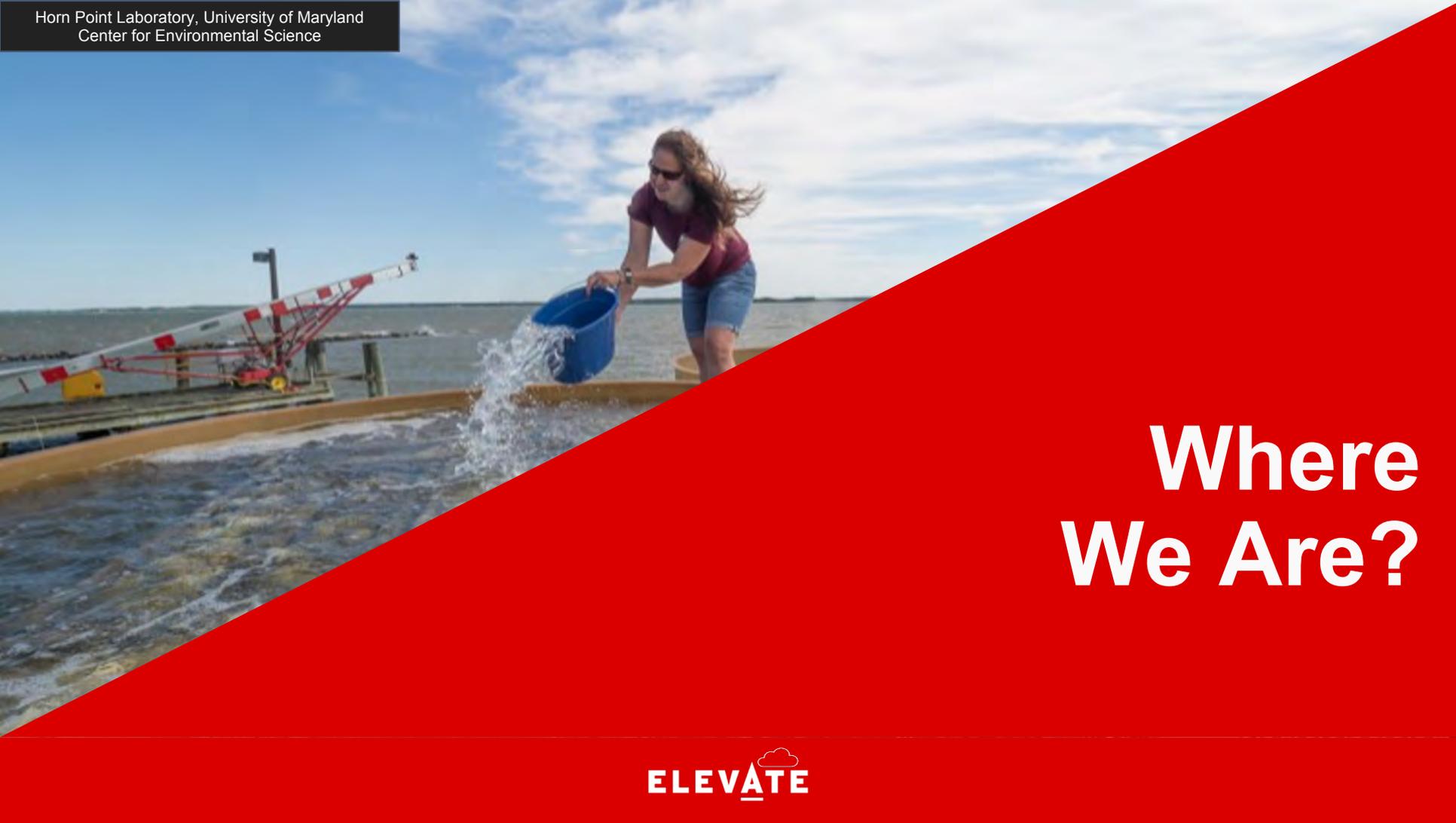
Ensuring That Workday Will Work for Maryland

Elevate Core Team
40+ FT Maryland Staff

Advisory Groups
22 Groups
96 Maryland Staff

Project Implementation Teams
34 PIT Crews
317 Maryland Staff

Town Halls, Functional Overviews (Demos), Newsletters, Website and Communications
All Faculty, Staff, and Students
Over 50,000 People



Where We Are?

Three Stages of Workday Implementation

2021	2022	2023	2024	2025	2026
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**Finance and
HCM (Human Capital Management)**

★ **Go Live
July 2023**

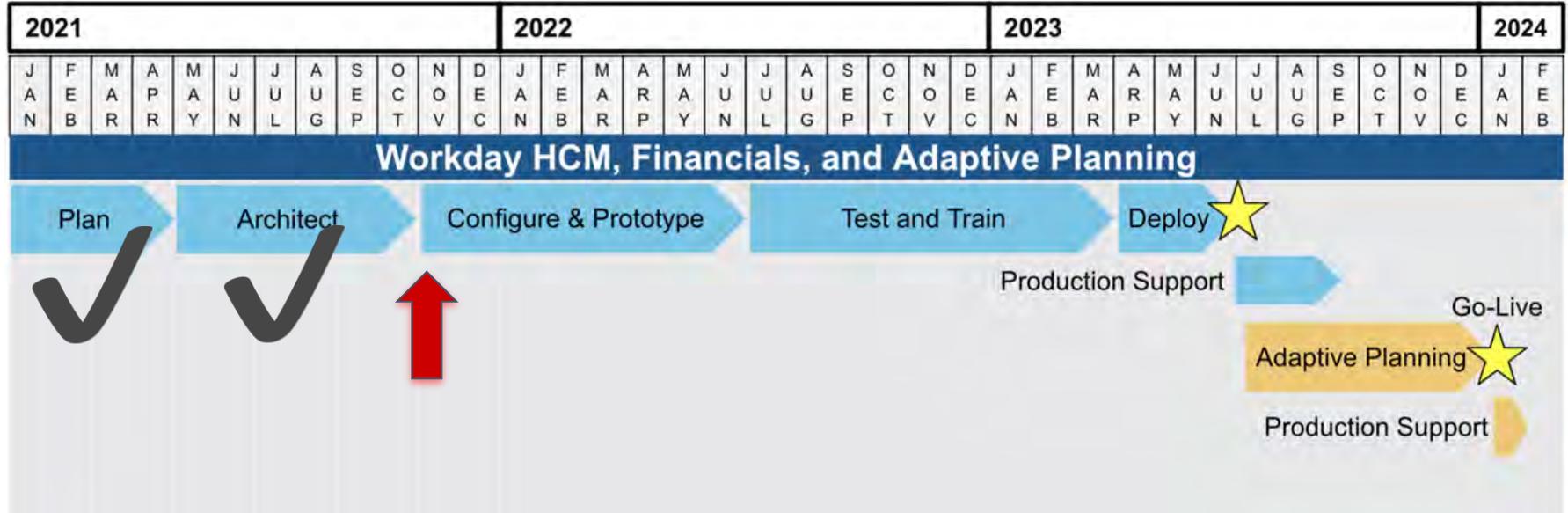
**Adaptive
Planning
(Budgeting)**

★ **Go Live
January 2024**

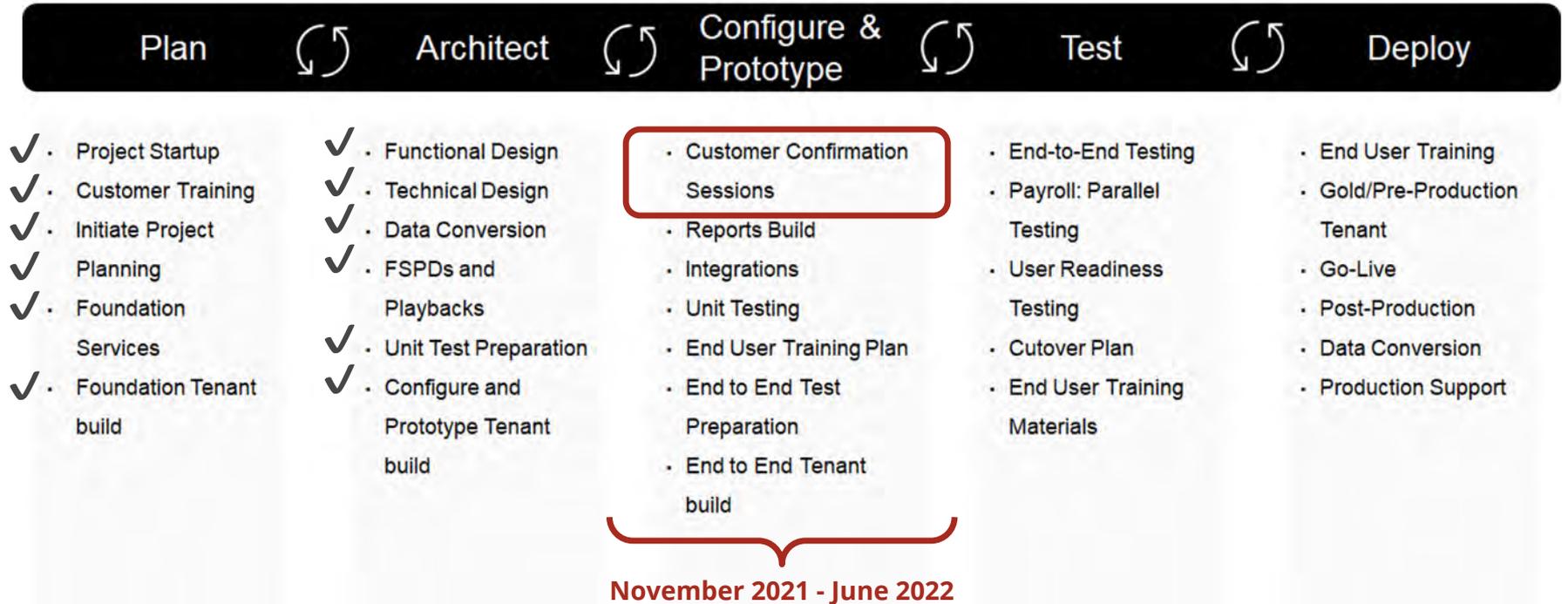
Student

★ **Go Live
Fall 2026**

HCM, Finance, and Adaptive Planning Progress



What We've Done and What's to Come





Who is Involved with Elevate?

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Kelley Bishop

Director, University Career Center
& The President's Promise



Jack Blanchard

Associate Provost for Enterprise
Resource Planning



Joseph Drasin

Senior Director Enterprise Planning
and Continuous Improvement



Barbara Gill

Associate Vice President for
Enrollment Management



Rythee Lambert-Jones

Assistant Vice President for
University Human Resources



Axel Persaud

Executive Director, Enterprise
Engineering



Chris Wilkins

Assistant Vice President for
Enterprise Resource Planning



Dylan Baker

Assistant Vice President of
Finance for the Division of
Academic Affairs



Lillian Nash

Controller



Colleen Auburger

Executive Director of the
University Budget Office



Kim Watson

Assistant Vice President for
Procurement & Business
Services

Elevate Team, Advisory Groups, Project Teams

Elevate Core Team

40+ FT Maryland Staff

Advisory Groups

22 Groups

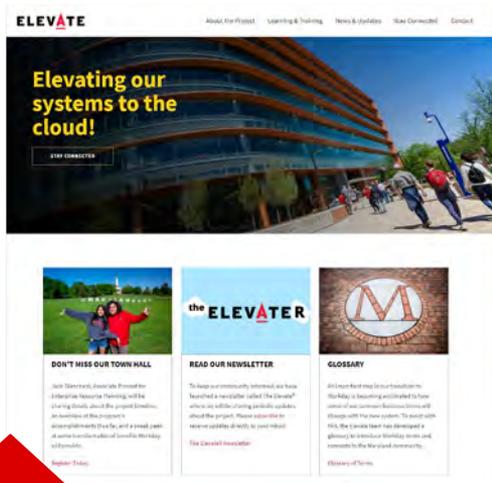
96 Maryland Staff

Project Implementation Teams

34 PIT Crews

317 Maryland Staff

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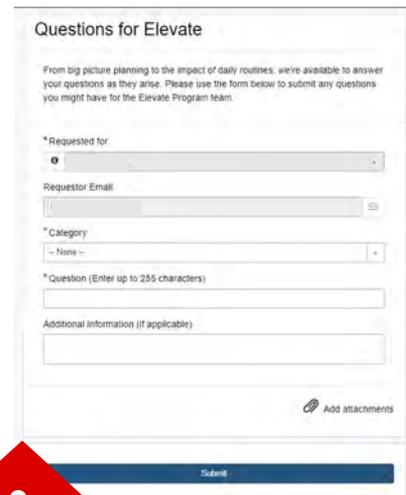
1

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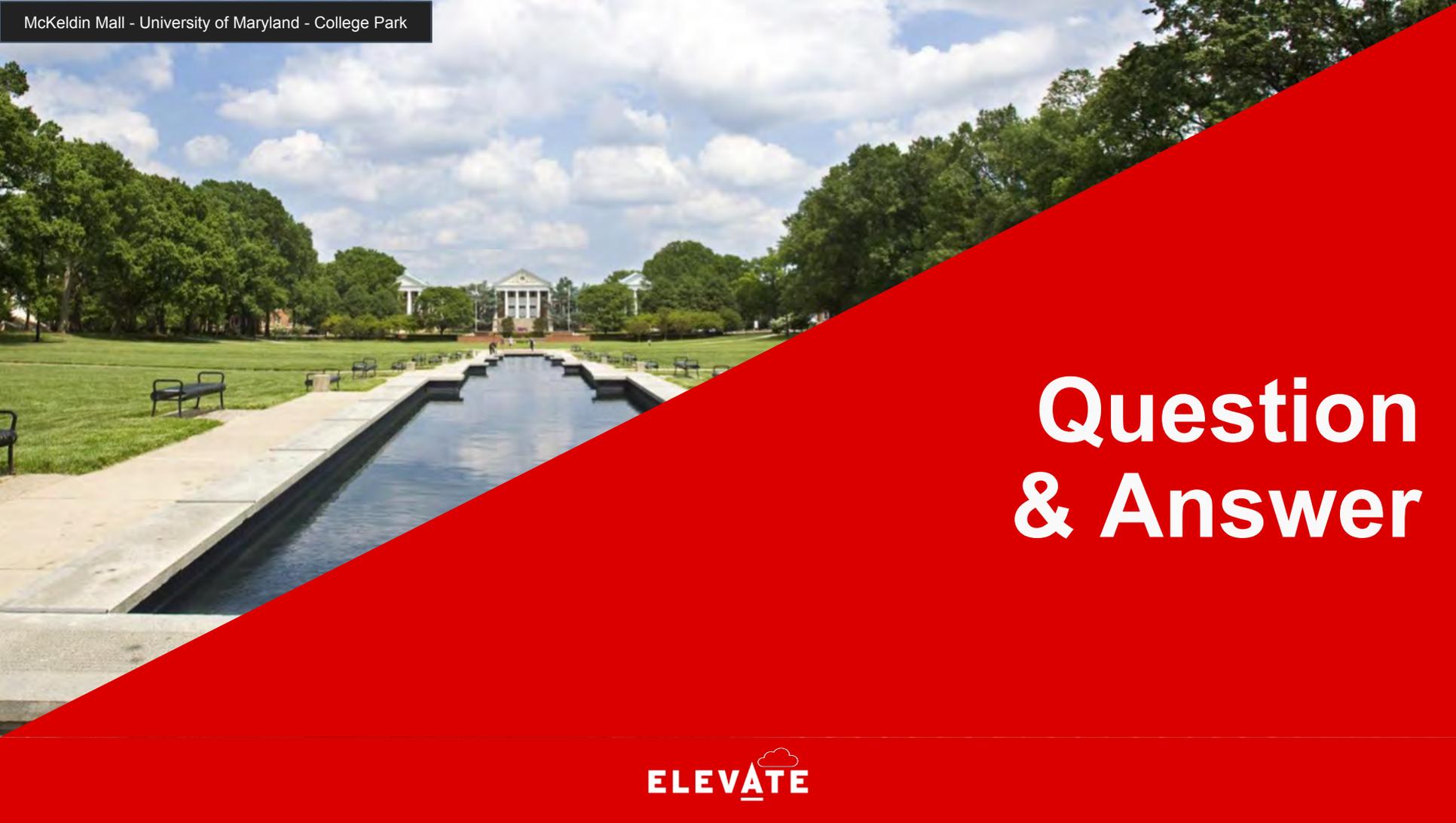
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Question & Answer

**CONSIDERATION OF PROPOSED REVISIONS TO THE GENERAL EDUCATION DIVERSITY REQUIREMENT (SENATE DOCUMENT #20-21-10)****Committee Members**

Ross Salawitch, Chair (Faculty, CMNS)
Tamara Allard (Ex-officio GSG Rep)
Clarisa De Leon (Undergraduate Student)
Alice Dolan (Ex-Officio Provost's Rep)
Elizabeth Driver (Staff)
Joanna Goger (Faculty)
Donal Heidenblad (Faculty)
Joanne Klossner (Faculty)
Sheila Lalwani (Faculty)
Adam Lloyd (Faculty)
Linda Macri (Ex-Officio Graduate School Rep)
Celina McDonald (Faculty)
Gerald Miller (Faculty)
Madhulika Nallani (Ex-Officia SGA Rep)
Yuchen Niu (Graduate Student)

Marcio Oliveira (Ex-Officio DIT Rep)
Douglas Roberts (Ex-Officio Assoc. Dean for General Education)
Mark Salman (Undergraduate Student)
Cynthia Stevens (Ex-Officio Undergraduate Studies Rep)
David Straney (Faculty)
Elizabeth Warner (Faculty)
Kellee White (Faculty)
Aaron Wilson (Staff)

Date of Submission

December 2021

BACKGROUND

Following the racially-motivated and tragic murder of Lt. Richard Collins, III, an African-American Bowie State University student, as well as several hate-bias incidents that diminished the experience of many members of the campus community, there was a campus-wide call to action to respond to the impact of these incidents and concerns around racism. In response, President Loh and the Senate formed the Joint President/Senate Inclusion and Respect Task Force, composed of faculty, staff, and student representatives, to consider how best to nurture a campus climate that is respectful and inclusive, stands against hatred, and affirms the values of the University. Following extensive consultation, the Task Force made recommendations for a comprehensive diversity and inclusion initiative in nine areas: (I) Values of the University, (II) Prevention & Education, (III) Hate/Bias Incident Response, (IV) Centralization, (V) Communication, (VI) Evaluation & Assessment, (VII) Free Speech & Freedom of Expression, (VIII) Current Policies and Guidelines, and (IX) Resources & Implementation, as detailed in [Senate Document #17-18-02](#).

While the Inclusion & Respect Task Force focused its efforts on prevention and co-curricular educational efforts, the Provost convened the Diversity Education Task Force (DETF) in 2018 as a parallel effort to review how to address these concerns and incorporate these themes into the curriculum through the General Education diversity requirement and other educational initiatives. The DETF was also charged with considering provisions for civic education and civic engagement in existing educational efforts and making recommendations about their potential expansion.

The DETF made recommendations in four broad categories:

1. Enhanced introductory activities for students new to campus;
2. **Modifications to the General Education diversity requirement;**

3. Expansion and formalization of optional diversity and civic education credentials; and
4. Voluntary adoption of discipline-specific diversity learning outcome(s) as part of all major area requirements.

In November 2020, the Provost and the Dean for Undergraduate Studies submitted the DETF's recommendations related to modifying the General Education diversity requirement to the Senate for review because the Senate Educational Affairs Committee is charged with broad oversight of the General Education Program.

CHARGE

In December 2020, the Senate Educational Affairs Committee was charged with reviewing the DETF's recommendations related to the University's General Education Diversity requirement. Among other things, the Educational Affairs Committee was charged with the following:

1. Considering whether the revisions to the General Education diversity requirements and learning outcomes proposed by the DETF align with the University's principles and guiding documents; whether the proposed modifications align with the Diversity Education Task Force's stated principles on diversity education; and the best options for implementation of the proposed modifications to the General Education diversity requirements.
2. After receiving an amended charge, the committee was also asked to consider whether subsequent revisions to the learning outcomes and recommendations made by the DETF aligned with its stated principles on diversity education, and whether separately-proposed revisions to the learning outcomes to acknowledge that we are part of a multilingual society are appropriate.

COMMITTEE WORK & FINDINGS

The committee began considering the charge during the spring 2021 semester by reviewing the current structure and course requirements for the General Education diversity requirement, several University strategic plans related to diversity and inclusion, the November 2020 Diversity Education Task Force Report, and the additional modifications proposed by the DETF. The committee consulted with the Director of Diversity Training and Education in the Office of Diversity and Inclusion, the DETF co-chairs, the General Education Diversity Faculty Board, and many stakeholders and has engaged in ongoing consultation with the Associate Dean for General Education and a representative of the Office of Undergraduate Studies, who serve as ex-officio members of the Educational Affairs Committee.

The committee's discussions with those it consulted focused on whether the proposed focus on race and racism appropriately reflects principles of diversity and inclusion, as the learning outcomes and course category titles may exclude considering the experiences of other marginalized groups. The committee also discussed the preparedness of faculty and students to teach and discuss racism against Black and Latinx community members and whether there is a sufficient number of faculty who have the experience, insights, and comfort to facilitate students' learning about the impacts of race and racism.

The Educational Affairs Committee was advised that challenges in discussing race and racial issues are common in higher education. Campus community members are more reluctant to discuss race, racism, and anti-racism than other inequalities and experiences of other marginalized community members. Therefore, if there is not a focus on race and racism, there will not be substantial movement to increase student understanding of inequalities, oppression, and other impacts based on racial identities.

The DETF co-chairs also advised the committee that its recommendations are based on information collected through climate surveys and other longstanding expressions of concerns about racism in particular from campus community members. Additionally, faculty, staff, and students have expressed concerns that undergraduate students can complete the General Education diversity requirements without engaging in meaningful classroom discussions about race and racism. The DETF also considered the University's and the State of Maryland's history of excluding and segregating racial minorities. Based on these considerations, the DETF sought to bring the race and racism emphasis in context and dialogue with other forms of diversity, and structured its recommendations to establish a bridge between the current courses and the vision for new courses. The DETF expected this approach to allow intersectionality in a context that is historical and contemporary, and domestic and international, and inclusive of the experiences of other marginalized groups while continuing to center on race and racism.

The committee also discussed the DETF's recommendation to require students to take a course in each proposed diversity course category—Understanding Structures of Racism and Inequality (theory-oriented courses) and Navigating Diverse Social Environments (practice-oriented courses). Although the committee expressed concerns about the University being able to establish and maintain the high-level, specialized teaching expertise needed to support the number of course offerings that will be necessary to require students to take practice-oriented courses, the committee recognized that courses in that category create an opportunity to improve student comprehension of the concepts learned in a theory-oriented course.

Because the learning outcomes will need to be tested and refined during the implementation process, a significant portion of the committee's discussion addressed whether the proposed revisions are consistent with the University's values and principles of diversity and inclusion rather than the specific wording of the learning outcomes. Two perspectives were prevalent during the committee's discussions. There were concerns that the proposed course category labels and learning outcomes focus on race and racism is not consistent with the values of more widespread diversity and inclusion, and the proposed revisions should be expanded to include an intersectionality approach that recognizes the experiences of other marginalized groups in addition to race and racism. Another perspective among the committee members is that race and racism should be centered and prioritized in the course category labels and learning outcomes because if there is not a requirement to analyze race and racism, it will not be addressed.

Following concerns raised by faculty in several units in the humanities that the recommendations from the DETF did not acknowledge that we are part of a multilingual society as an important dimension of diversity and the submission of a formal proposal for consideration, the SEC charged the committee with considering whether the proposed revisions in the proposal and the request to engage a tenured faculty member from Classics, Linguistics, or the School of Languages, Literatures, & Cultures, on the group responsible for implementation of the General Education diversity requirement recommendations were appropriate. The committee met with the Director of the School of Languages, Literatures, & Cultures to discuss the proposal. In considering the proposal, the committee agreed, in principle, that languages and the unique facets of a multilingual society are an important aspect of diversity that should be acknowledged in the learning outcomes of the General Education diversity requirement. Additionally, the committee also agreed that it would be beneficial to engage a faculty member from Classics, Linguistics, or the School of Languages, Literatures, & Cultures, on the group responsible for implementation and any revisions to the learning outcomes associated with the General Education diversity requirement recommendations.

PRELIMINARY DIRECTIONS

Based on its consultations and deliberations and in response to the elements of its charge from the SEC, the Educational Affairs Committee has determined the following:

- The proposed modifications to the General Education diversity requirements from the DETF are appropriate for the University and align with the principles in the University's Strategic Plan, the Diversity Strategic Plan, and the Statement of University Values.
- The proposed recommendations for the General Education diversity requirement and the learning outcomes for the new diversity course categories align with the Diversity Education Task Force's principles on diversity education.

As a result, the committee has developed the following preliminary recommendations in order to solicit feedback from the Senate:

General Education Requirement

The General Education diversity requirement should retain the same basic two-course structure and a minimum of 4-6 credit hours, with the following modifications:

1. Revise the diversity category labels to signify that the content has shifted and modify the learning outcomes associated with each category, as follows:
 - a. The *Understanding Plural Societies* category would be relabeled *Understanding Structures of Racism and Inequality* and would include one required learning outcome focused on systemic racism.
 - b. The *Cultural Competence* category would be relabeled *Navigating Diverse Social Environments*, and instructors would have a larger set of required skills-oriented learning outcomes from which to select at least one.
 - c. Perspective-taking would be added as an optional learning outcome in both diversity categories.
2. Require students to take one course in each category (i.e., one theory and one practice course). [Currently, students may satisfy the diversity education requirement by taking one theory and one practice course or two theory courses.]
3. Allow (but do not require) courses to qualify under both categories. [Currently, a course may be approved for only one diversity course category.]

Learning Outcomes for the General Education Diversity Requirement

The proposed learning outcomes for the relabeled course categories are identified below. However, the Educational Affairs Committee notes that the final wording of the proposed learning outcomes for the new course categories will be refined in the implementation process, particularly as the General Education Diversity Faculty Board considers which courses to include in each of the revised categories.

Understanding Structures of Racism and Inequality Learning Outcomes (theory-oriented courses) - approved courses would need to meet 4 of 6 learning outcomes, and one of the learning outcomes must be the required learning outcome focused on race and racism (#1).

1. Analyze racism as a form of historical and systemic discrimination in the U.S. or internationally that may intersect with other forms of power and oppression. (required)

2. Reflect on and critically analyze one's own identity (such as race, ethnicity, cultural values, norms, and biases) and how these affect one's perceptions of individuals with different identities.
3. Identify and describe the experiences of individuals who hold different social identities.
4. Analyze social policies, ideologies, or institutions that give rise to structural inequalities and sustain power differences based on race/ethnicity and other social categories.
5. Analyze differences among forms and traditions of thought or expression in relation to cultural, historical, political, and social contexts, as for example, dance, foodways, literature, music, and philosophical and religious traditions.
6. Use a comparative or intersectional framework to examine the histories, experiences, and perspectives of two or more social groups (a) within a single society or historical timeframe or (b) across different societies or historical times.

Navigating Diverse Social Environments (practice-oriented courses) - approved courses would need to meet 3 of 6 learning outcomes, and one learning outcome must be one of the three required learning outcomes pertaining to practice.

1. Reflect on critical similarities and differences between one's own and others' identities and social positions due to racism and/or other systems of oppression.
2. Identify, reflect on, and demonstrate the language and behaviors used to convey respect for people of similar and different social backgrounds.
3. Identify and describe the experiences of individuals who hold different social identities.

At least one of the following is required:

4. Communicate and collaborate effectively (i.e., listen and adapt one's own persuasive arguments) with others from different social backgrounds to establish and build coalitions.
5. Demonstrate skills to work collaboratively within and across social groups to achieve mutual goals.
6. Use skills to identify and reach consensus on resolutions for shared problems in conflicts across social groups.

The current requirements for the General Education diversity requirement and the learning outcomes for the current course categories are attached as Appendix 1.

Implementation

The charge to the Educational Affairs Committee also directs the committee to consider strategies for implementing the recommended revisions to the General Education diversity requirement. The committee has developed two preliminary recommendations associated with implementation but will continue to address this element of its charge at its next meeting.

- The University should acknowledge that we are part of a multilingual society as an important component of diversity in the learning outcomes for the General Education diversity course categories.
- The Dean of the College of Arts and Humanities should recommend a faculty member from Classics, Linguistics, or the School of Languages, Literatures, & Cultures to be a part of the group that will be charged with implementation of the revisions to the General Education diversity requirement.

NEXT STEPS

The Senate is invited to share feedback with the Senate Educational Affairs Committee on its preliminary directions, as well as any additional considerations related to the proposed revisions to the General Education diversity requirement.

The Educational Affairs Committee will consider all feedback as it works to refine and finalize its recommendations, complete its charge, and submit its report by February 4, 2022.

CURRENT GENERAL EDUCATION DIVERSITY REQUIREMENTS

Diversity

4 to 6 credits / 2 courses

2 Understanding Plural Societies courses

or 1 Understanding Plural Societies course AND 1 Cultural Competence course

Note: Diversity courses may also fulfill a Distributive Studies category.

Rather than affirm or celebrate difference, courses in the Diversity requirement investigate the complexities of human difference and commonality. The Diversity requirement emphasizes the promises and problems of plural societies and the challenges that must be addressed to achieve just, equitable, and productive societies. Courses in the Diversity requirement explore the gritty struggles through which plural societies are established and maintained.

Two categories of courses comprise the Diversity requirement: Understanding Plural Societies and Cultural Competence:



– Understanding Plural Societies (DVUP) - 3 to 6 credits

Understanding Plural Societies courses recognize that life in a globally competitive society of the 21st century requires an ability to comprehend both theoretical and practical dimensions of human difference. From that perspective, Understanding Plural Societies is the centerpiece of the University's Diversity requirement. Courses in this category speak to both the foundations—cultural, material, psychological, historical, social, and biological—of human difference and the operation or function of plural societies.

– Cultural Competence (DVCC) - 0 to 3 credits

Cultural Competence provides opportunities to gain an increased understanding of cultures and cultural practices, while learning to communicate effectively across cultural differences in a diverse society and world. This diversity category reflects a developmental, on-going process through which students learn about the lived experiences of individuals as members of socio-cultural groups and the complex interactions between groups. Cultural Competence courses emphasize acquisition of new knowledge, thoughtful consideration of issues of equity and justice, critical thinking, self-reflection, empathy, engaged global citizenship, and the development of skills necessary to work effectively with individuals, groups, and teams from diverse identities and perspectives.

Current General Education Diversity Course Categories Learning Outcomes

Current Understanding Plural Societies (Theory-Oriented Courses) Learning Outcomes

1. Demonstrate understanding of the basis of human diversity and socially-driven constructions of difference: biological, cultural, historical, social, economic, or ideological.
2. Demonstrate understanding of fundamental concepts and methods that produce knowledge about plural societies and systems of classification.
3. Explicate the policies, social structures, ideologies or institutional structures that do or do not create inequalities based on notions of human difference.
4. Interrogate, critique, or question traditional hierarchies, especially as the result of unequal power across social categories
5. Analyze forms and traditions of thought or expression in relation to cultural, historical, political, and social contexts, as for example, dance, foodways, literature, music, and philosophical and religious traditions.
6. Use a comparative, intersectional, or relational framework to examine the experiences, cultures, or histories of two or more social groups or constituencies within a single society or across societies, or within a single historical timeframe or across historical time.

Current Cultural Competence (Practice-Oriented Courses) Learning Outcomes

1. Understand and articulate a multiplicity of meanings of the concept of culture.
2. Reflect in depth about critical similarities, differences, and intersections between their own and others' cultures or sub-cultures so as to demonstrate a deepening or transformation of original perspectives.
3. Explain how cultural beliefs influence behaviors and practices at the individual, organizational, or societal levels.
4. Compare and contrast similarities, differences, and intersections among two or more cultures.
5. Use skills to negotiate cross-cultural situations or conflicts in interactions inside or outside the classroom. (Required for all Cultural Competence courses)