



1. Call to Order
2. Approval of the December 5, 2023 Minutes (Action)
3. Report of the Chair (Information)
4. Proposal to Modify the Student Conduct Modification Regarding Housing Termination (Senate Document #23-24-05) (Action)
5. Revision to the College of Agriculture & Natural Resources Plan of Organization (Senate Document #23-24-10) (Action)
6. PCC Proposal: Establish a Master of Science in Quantum Computing (Senate Document #23-24-19) (Action)
7. PCC Proposal: Establish a Bachelor's Program in International Relations (Senate Document #23-24-22) (Action)
8. PCC Proposal: Establish a Department of Global, Environmental, and Occupational Health (Senate Document #23-24-23) (Action)
9. Special Order:
Elizabeth Beise
Professor and Associate Provost
Considerations for a Possible Fall Break
10. New Business
11. Adjournment



CALL TO ORDER

Chair Jarzynski called the meeting to order at 3:17 p.m.

APPROVAL OF THE MINUTES, NOVEMBER 1, 2023 MEETING

Chair Jarzynski asked if there were any corrections to the minutes of the November 1, 2023, meeting; hearing none, he declared the minutes approved as distributed.

REPORT OF THE CHAIR

Spring 2024 Senate Meetings

Chair Jarzynski stated that the first Senate meeting of the Spring semester will be on February 6, 2024. A complete schedule of Senate meetings is available [online](#).

Senator Elections

Chair Jarzynski stated that the candidacy period for Senator Elections including staff, student, and single member constituencies for 2024-2025 will run from Tuesday, January 16, 2024 to Friday, February 2, 2024.

The University Senate Office sent letters to all Deans with a request to hold elections to replace any outgoing Tenured/Tenure-Track and Professional Track Faculty Senators.

The deadline for Faculty Senate elections is February 2, 2024. Details about the timeline and processes are located under the “Get Involved” tab on the [Senate website](#).

Presidential-Senate Task Force on Antisemitism and Islamophobia

Chair Jarzynski shared that on November 27, 2023, President Pines shared with the University campus community the new [Joint Presidential-Senate Task Force on Antisemitism and Islamophobia](#). This task force will provide guidance, recommendations and counsel on a strategy to confront Antisemitism and Islamophobia on campus.

The University Senate will be represented in this task force. Chair Jarzynski shared that full membership of this task force will be shared at a later date.

Interim Policy on Chalking

Chair Jarzynski explained that on November 27, 2023 President Pines also announced the Interim Policy on Chalking. This interim policy is a part of the [University of Maryland Policy and Procedures for the Use of Facilities and Outdoor Spaces](#). The interim policy is effective as of November 27, 2023 and will remain in place until a new permanent policy is developed upon a full Senate review.

Chair Jarzynski gave an overview of the Senate process regarding this policy: the Senate Executive Committee review, the Senate Executive Committee decision to charge a Senate Committee, Senate Leadership development of a charge to guide the assigned committee, the formal policy review, and a full review and vote from the Senate Committee, SEC, and Senate, with final Presidential Approval resting with President Pines.

NOMINATIONS COMMITTEE SLATE (SENATE DOCUMENT #23-24-14)

Chair Jarzynski invited Jordan Sly, Chair-Elect and Chair of the Committee on Committees to present the slate.

Sly presented the University Senate bylaw requirement that the Committee on Committees present a membership slate for the nominations committee at the December Senate meeting. Sly also detailed the selection process from outgoing Senators and presented the nominees for each seat.

Chair Jarzynski opened the floor for discussion of the nominations committee slate. Hearing none, Chair Jarzynski called for a vote. The result was 105 in favor, 1 opposed, and 6 abstentions. **The Nominations Committee Slate passed.**

IT COUNCIL REPORT: REVIEW UMD POLICY X-3.06(A) ON UNIVERSITY FUNDED CELLULAR TELEPHONES AND SERVICES (SENATE DOCUMENT #23-24-21)

Chair Jarzynski invited Pamela Duffy, Faculty Director for Bachelor of Science in Information Science, to present this agenda item.

Duffy provided the background on the policy review, and history of consultations that led to revision recommendations of the IT Council.

Chair Jarzynski opened the floor for discussion of the IT Council report.

Miriam Sharp, Exempt Staff, VPA, raised a concern about on-call employees. A suite of phones assigned to individuals who operate in an on-call capacity. Sharp asked if the prohibition against personal numbers with these phones still applies.

Duffy responded that, beyond forwarding, a university-issued phone would have a phone number associated with the University, not the individual. Duffy invited Axel Persaud, Assistant Vice President, Enterprise Engineering, to speak on this issue on behalf of the IT Council.

Persaud explained that for individuals with existing numbers there is a *grandfathering process* where the University can work with the individual about transitioning that phone number into the new system. But moving forward, the policy would apply to newly issued phones.

Mohammad Hajiaghayi, TTK, CMNS, raised a concern that this policy may be too restrictive. Exemplified with the advancements in cell phones, Hajiaghayi explained there are very few limiting differences between a laptop and cellphone. Hajiaghayi posed the perspective that creating unique restrictions on cell phones, not laptops, is unnecessary.

Duffy specified that this policy is only related to university-owned cellular devices, cell phones, tablets, iPads, and not personal-use cell phones.

Hajiaghayi further explained that laptops can be bought with grant funding, without the Dean approval that is being proposed for university cellphones.

Sharp asked if there was an instigating situation that led to the unit heads not holding authority over approvals for this proposal. Sharp raised concern that waiting for a Vice President's approval could impact a department's ability to be operationally ready.

Duffy responded that there was no instigation beyond a request to modernize the policy with guidelines as explained. The authorization came out of consultations with the IT Council, the Vice Presidents, and other high level administrative positions.

Michael Kio, PTK, ENGR, noted that there is currently no justification for the removal of unit head authorization, and asked if he could move to include the justification in the proposal.

Chair Jarzynski advised that a motion can be made to amend the current proposal but should include specific language that is being changed.

Persaud called attention to the fact that, included in the policy is a definition of these authorized positions, which includes any designee from a Vice President or Academic Dean, Assistant President, with any designee from these offices able to approve purchases and issuance.

Kio noted the reason or justification may be important, and asked if there could be a motion to see if justification could be included.

Chair Jarzynski reminded that each Senator has a right to motion, but it should include specific revision to the policy in question, with specific language. Chair Jarzynski also advised that with the number of sections in this policy that a Senator may want to amend, the option to make a motion to send this proposal back to the Committee stands.

Sharp asked if the Senate could invite Jeff Hollingsworth to describe the details of the policy before a vote.

Chair Jarzynski noted that Jeff Hollingsworth is not present at the meeting today, so this would require a motion to recommit the proposal to the Committee.

Michael Doherty, TTK, BSOS, explained that between security, theft, and other considerations, the restriction on the mobile devices is coherent, and as a unit head, the authority of approval resting with the Deans is also appropriate.

Chair Jarzynski asked if there were any other discussion points, or any motions related to this proposal. Hearing none, Chair Jarzynski called for a vote. The result was 54 in favor, 39 opposed, and 29 abstentions. **The motion passed.**

REVISION TO ROBERT H. SMITH SCHOOL OF BUSINESS PLAN OF ORGANIZATION (SENATE DOCUMENT #23-24-09)

Chair Jarzynski invited Gene Ferrick, Chair of the Elections, Representation, & Governance (ERG) Committee to present this agenda item.

Ferrick presented the background and details of the Robert H. Smith School of Business Plan of Organization revisions and detailed the appropriate approvals that have come from the ERG Committee and the School of Business Assembly.

Chair Jarzynski opened the floor up for discussion.

Sarah Oates, TTK, JOUR, spoke in favor of this proposal, with many schools and colleges at the University having valuable contributors who are not tenured, and who should have a voice, as demonstrated by the model in the School of Business Plan of Organization.

Chair Jarzynski thanked Oates for the contribution and asked for any other discussion. Hearing none, Chair Jarzynski called for a vote. The result was 101 in favor, 7 opposed, and 11 abstentions. **The proposal passed.**

SPECIAL ORDER OF THE DAY:

John Bertot
Associate Provost for Faculty Affairs
USM Office Policy and Procedure on Out-of-State Work

Chair Jarzynski welcomed John Bertot, Associate Provost for Faculty Affairs.

Bertot introduced the University System of Maryland (USM) Out-of-State Work Policy: Issues and Considerations with implementation at University of Maryland College Park. Bertot began with an overview of the [USM policy VI-6.20](#), and how the employer of University of Maryland: College Park (The University) began developing a plan to comply with the USM policy.

To develop the guidelines for the policy, a Working Group was established with the purpose of better understanding Out-of-State Work (OOSW). Bertot explained that this working group engaged in a number of activities including consulting with various peers (Human Resources, Office of General Counsel, Faculty Affairs, International Programs), interviewing selected individuals at peer institutions, engaging with USM and the Office of the Attorney General, developing methodology for gathering OOSW employee data, and reviewing the policies and procedures of other universities.

Bertot reviewed the policies of other peer institutions as well as the selected risks/concerns regarding OOSW identified for The University. These concerns include laws, regulations, and legal requirements differing in each state/country as well as the need to comply with each of these unique laws, need to secure insurance to protect UMD and its out-of-state workers from claims, litigations, sanctions, potential inequities in OOSW arrangements, and need for licensed attorneys to practice law in other state/countries and represent UMD/employees in such out-of-state litigation.

Bertot presented two core decisions made from the research: Policy and Procedure. These two core decisions were discussed in the context of The University's current employee make-up gathered through approximation of payroll address and includes about 2,100 out-of-state employees in at least 46 non-Maryland state locations.

Bertot gave an update on the current status of the University Human Resources (UHR) efforts to develop an OOSW policy, guidance, and process for receiving and reviewing OOSW requests. Office of Faculty Affairs (OFA) and UHR engage in efforts to accurately determine how many out-of-state faculty and staff are employed, as well as develop interim guidance. The Office of General Counsel (OGC) is leading the effort to secure external counsel to provide expertise in employment and jurisdictional matters.

Chair Jarzynski opened the floor to questions.

Tamara Clegg, TTK, INFO, asked what the preliminary process, or eventual process, is in bringing this policy into effect.

Bertot responded that the University Senate would be involved to articulate an appropriate process, but a path has not yet been identified.

Mansoor Moaddel, TTK, BSOS, asked for clarification on two points; what would constitute out-of-state work, versus extended appointments, residencies, or other grant-related temporary stays outside the state of Maryland? And what, specifically in the District, Maryland, Virginia (DMV) area constitutes out-of-state.

Bertot responded that short-term leave, for example sabbaticals or archeological digs, are not, by definition, considered out-of-state work. On the second point, Bertot highlighted that as long as employees are coming to campus on a routine basis, they would not be considered working out of state, regardless of their state of residence.

Jordan Goodman, TTK, CMNS, provided specific scenarios of scientists working in Los Alamos, at Google, the European Organization for Nuclear Research (CERN), and Mexico.

Mohammed Hajiaghayi, TTK, CMNS, recommended The University be able to hire the most competitive and competent individuals in each field, mindful, but regardless, of their ability to work in-state. Hajiaghayi recommended using Princeton, Stanford, MIT or Harvard as institutions to compare to in order to ensure University of Maryland is as competitive as possible in institutions with Ivy League rankings.

Bertot responded that, while the goal is always to remain competitive in ranking with peer institutions, private entities like the ones mentioned have vastly different abilities to engage in various processes than a publicly funded state institution does. So, primary reviews of peer institution policy are focused on public institutions.

Adrienne Mayo-Brown, Exempt Staff, EDUC, recommended that different classifications of employees be considered when moving forward with the policy. Additionally, Mayo-Brown recommended that the staff and faculty consequences should be clearly equitable in any policy created.

Isaac Moradi, PTK, CMNS, thanked John Bertot and the working group on behalf of the many employees working overseas who would face consequences if these types of policies are not properly enacted/enforced.

SPECIAL ORDER OF THE DAY:

Jay Rosselló
Vice President for Legal Affairs and General Counsel
Free Speech on-campus

Chair Jarzynski welcomed Jay Rosselló, Vice President for Legal Affairs and General Counsel.

Rosselló introduced the First Amendment of [the United States Constitution](#), and defined the term “speech” as First Amendment protects symbolic expression as “closely akin to ‘pure speech’”.

Rosselló detailed hate speech as an expression which is intended to promote or justify hatred for a particular group. Unless it also falls under one of the narrow categories of *unprotected* speech, hate speech is protected under the First Amendment.

Unprotected Speech are categories of speech that are not entitled to protection under the First Amendment, and Rosselló explained that the University of Maryland (The University) may restrict speech that constitutes *unprotected speech*. For example, a genuine threat of harm to a particular individual or group, unlawful harassment, intended to provoke unlawful action, or otherwise violates the law.

Rosselló also explained limitations on when, where, and how speech occurs on campus. The institutional goals, such as educating students and protecting public safety, are a priority. The entirety of The University is not a traditional public forum, and therefore, the right to limit speech is present.

However, Rosselló explained a portion of the campus has been intentionally opened and designated as a public forum for expressive activities- for example, Hornbake Plaza. Offices, classrooms, and dorms are not made available to the public and allow for greater restrictions on speech. Accordingly, the First Amendment does not protect an individual’s right to disrupt a class, play loud music at night or impede other people’s ability to enter or exit buildings.

Similarly, like students themselves, student organizations at The University have free assembly and free speech rights. Student organizations can engage in expressive activities on campus consistent with The University’s time, place, and manner restrictions for doing so.

Rosselló also explained Academic freedom, as it pertains to faculty members sharing views and opinions without retribution by their institution.

Although members of the The University community are free to criticize and contest the opinions expressed on campus, they may not obstruct or otherwise interfere with the freedom of others to express views. Rosselló highlighted the reporting of unlawful expressive conduct, including internal platforms and resources established for reporting and investigation.

In conclusion, Rosselló recalled the [University’s Statement of Free Speech Values](#), and expressed that civility and respect are paramount in a campus community.

Chair Jarzynski opened the floor for questions and comments.

Fatemeh Keshavarz-Karamustafa, SLLC, ARHU, asked if departmental websites are a designated public forum or not? And if it is not a public forum, can an individual have their own personal website to express views not sponsored by The University?

Rosselló responded that departmental websites are institutional resources, not a public forum. Additionally, yes if a faculty or group of faculty would like to develop their own website and add content that is certainly permissible.

Carolyn Robbins, Graduate Student, ARHU introduced Joey Barke as a non-Senator sponsored speaker.

Barke advocated for the task force to combat Antisemitism and Islamophobia on campus, but explained that in regard to the chalking policy, limiting the free expression of students will not curb hate speech, but only works to further divide the campus community, both students and administration.

Mohammed Hajiaghayi, TTK, CMNS, thanked Rosselló for the presentation and asked if the slides would be available. Chair Jarzynski responded they would be available on the University Senate website after the meeting.

Carolyn Robbins, Graduate Student, CMNS introduced Holden Zeidman as a nonn-Senator sponsored speaker.

Zeidman explained that though it seems The University is attempting to control student speech as a reaction to a wave of anti-Zionist messaging across campus, this tactic is not beneficial. Ziedman identified as a Jewish student and made it clear that the guise of silencing anti-Zionist speech to *protect* Jewish students is a falsehood.

Putting anti-Zionist Jewish students in danger of facing disciplinary action for exercising the right to speak is contrary to The University's mission of academic, political, and personal freedoms. Ziedman also articulated that conflating Jewish student safety with the silencing of anti-Zionist speech falsely implies that all Jewish individuals stand with the violent actions Israel has taken against the Palestinian people this year. Zeidman encouraged a path forward that includes every student's safety and the right to free speech regardless of their views.

Chair Jarzynski thanked both presenters and those who participated in the discussion.

NEW BUSINESS

Chair Jarzynski opened the floor for New Business.

Mohammed Hajiaghayi, TTK, CMNS asked for technical support from the University Senate Office for creating polls, forms, and links to share with a constituency. Additionally, Hajiaghayi asked if a Senator communication forum could be created to allow Senators to speak to one another in a virtual space.

Chair Jarzynski replied that the University Senate staff does not have the resource or capacity at this time to assist individual Senators with technical projects, but if polls are created each Senator is welcome to share with their constituency through the Senator-Constituency Communication google groups tool.

Director Marin also responded that the Senate team would take the request for a Senator-only forum under advisement for consideration.

ADJOURNMENT

The meeting was adjourned at 4:59 p.m.

After this meeting, the proposed changes were sent back to OGC for a final review of the *Code of Student Conduct*. On Thursday, January 11, 2024, the Student Conduct Committee approved the proposed revisions to the *Code of Student Conduct*.

ALTERNATIVES

The Senate could decide not to approve the recommendations.

RISKS

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

FINANCIAL IMPLICATIONS

There are no financial implications in approving these recommendations.



Review of the Code of Student Conduct (V-1.00[B]) Modification Regarding Housing Termination

PRESENTED BY Gideon Mark, Chair

REVIEW DATES SEC – January 23, 2024 | SENATE – February 6, 2024

VOTING METHOD In a single vote

RELEVANT POLICY/DOCUMENT N/A

NECESSARY APPROVALS Senate, President

ISSUE

In August 2023, James Bond, Director of Student Conduct, submitted a proposal to the Senate Executive Committee (SEC) requesting that the *Code of Student Conduct (Code)*, be amended to address language inadvertently included regarding the Administrative Housing Termination process. This language is in direct conflict with the Department of Resident Life’s (DRL) long-standing administrative process for the review of Housing Terminations that result from Disciplinary Conferences, which are handled internally. The proposal requested that the *Code* be updated to correct this conflict.

The SEC charged the Student Conduct Committee with reviewing the proposal and revisions to the *Code of Student Conduct* at its September 11, 2023 meeting.

RECOMMENDATION(S)

The Student Conduct Committee recommends that the *Code of Student Conduct* be revised as shown immediately following this report.

COMMITTEE WORK

The Student Conduct Committee (SCC) began working on the charge from the SEC at its September 29, 2023 meeting. The committee learned the background of the proposal from James Bond, Director of Student Conduct and the proposer. Prior to the start of this charge, James Bond worked with the Office of General Counsel (OGC) on proposed changes to the *Code of Student Conduct* in order to remedy the conflict. During the October 27, 2023 meeting, the committee conducted its two consultations as outlined in the charge, one with the Resident Hall Association representative and another with a representative from the Department of Resident Life. At the November 30, 2023 committee meeting, the two consider elements were discussed, as well as, the proposed changes to the *Code of Student Conduct*.

After this meeting, the proposed changes were sent back to OGC for a final review of the *Code of Student Conduct*. On Thursday, January 11, 2024, the Student Conduct Committee approved the proposed revisions to the *Code of Student Conduct*.

ALTERNATIVES

The Senate could decide not to approve the recommendations.

RISKS

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

FINANCIAL IMPLICATIONS

There are no financial implications in approving these recommendations.



Review of the Code of Student Conduct (V-1.00[B]) Modification Regarding Housing Termination

2022-2023 Committee

Gideon Mark (Chair)
James Bond (Ex-Officio, Director of Student Conduct)
Joshua Fitch (Undergraduate Student)
Alex Cheung (Graduate Student)
Christopher Hanson (Faculty)
Ursula Gorham-Oscilowski (Staff)
Miara Sasaki (Undergraduate Student)
Victoria Boger (Undergraduate Student)

Monique Koppel (Faculty)
Michael McMillan (Faculty)
Tony Cui (Graduate Student)
K. Frances Lieder (Faculty)

Date of Submission

January 2024

BACKGROUND

In August 2023, James Bond, Director of Student Conduct, submitted a proposal to the Senate Executive Committee (SEC) requesting that the *Code of Student Conduct (Code)*, be amended to address language inadvertently included regarding the Administrative Housing Termination process. This language is in direct conflict with the Department of Resident Life's (DRL) long-standing administrative process for the review of Housing Terminations that result from Disciplinary Conferences, which are handled internally.

This oversight essentially gives the *Code* authority over the Administrative Process which should not be the case. If not corrected in the *Code*, it would result in a misalignment between the policy and a practice by DRL. The *Code* addresses disciplinary matters and sanctions; administrative sanctions are established as a contractual agreement with DRL and spelled out in their Community Living Handbook.

Amending the language in the *Code* would not take any rights away from a student, it only expedites the process by which an administrative housing sanction can be reviewed in the event of a Disciplinary Conference. The Department of Resident Life has already had this additional review in place and the revisions to the *Code* overstepped in taking authority over an administrative Resident Life process. Removing Housing Termination from the *Code* does not conflict with the goals of the *Code* revision, which was to provide students with the right of an additional review for certain outcomes. It simply corrects an oversight of the expedited revision process.

At its meeting on September 11, 2023, the Senate Executive Committee (SEC) voted to charge the "Code of Student Conduct Modification Regarding Housing Termination" proposal (Senate Document #23-24-05) to the Student Conduct Committee (Appendix 1).

COMMITTEE WORK

The Student Conduct Committee (SCC) began working on the charge from the SEC at its September 29, 2023 meeting. The committee reviewed the proposal, the *Code of Student Conduct*, and the Department of Resident Life's Community Living Handbook. After, the committee met with

the proposer to better understand the conflict in the *Code* and how it relates to the Housing Termination Process and held consultations with the Department of Resident Life and the Resident Hall Association (RHA).

Consultations

At the September 29, 2023 meeting, James Bond, proposer and Director of Student Conduct, presented the proposal and background information on the *Code* and how it conflicts with the Housing Termination Process to the Student Conduct Committee.

As directed in the charge from the SEC, the committee consulted with representatives from the Department of Resident Life and the Resident Hall Association. Both consultations took place at the October 27, 2023 Student Conduct Committee Meeting. The Committee met with the President of the Resident Hall Association to get a better understanding of how students who live in the resident halls understand the housing termination process and if they could understand the conflict in the *Code* and the Community Living Handbook. The President of RHA said she did not personally know anyone who had to go through the housing termination process, but the process seemed clear as outlined in the Community Living Handbook.

The Committee spoke with the Associate Director of Communities from the Department of Resident Life to have the housing termination process explained. During this consultation, the Associate Director explained the housing termination process, the timeline of having students removed from on campus housing, the process for students to return to on campus housing (if permitted), and the frequency in which the Department of Resident Life reviews their administrative practices. She also elaborated on how inclusion of the housing termination process in the *Code* oversteps the authority of the Department of Resident Life's administrative process because this process is handled internally in the Department of Resident Life.

COMMITTEE FINDINGS

The Committee found that inclusion of the housing termination process in the *Code of Student Conduct* conflicts with the housing termination process as it stands with the Department of Resident Life. By removing housing termination from the *Code*, the Committee finds that this will remedy this issue and the process can continue as outlined in the Community Living Handbook.

RECOMMENDATIONS

The Student Conduct Committee recommends that the *Code of Student Conduct* be revised as shown immediately following this report.

APPENDICES

- Appendix 1 — Charge from the Senate Executive Committee
- Appendix 2 — Redlined version of changes to the *Code of Student Conduct*
- Appendix 3 — Clean version of changes to the *Code of Student Conduct*



Review of the Code of Student Conduct for Modification Regarding Housing Termination

(Senate Document #23-24-05)

Student Conduct Committee | Chair: Gideon Mark

The Senate Executive Committee (SEC) and Senate Chair Jarzynski request that the Student Conduct Committee review issues with the Code of Student Conduct (V-1.00[B]) as it pertains to the Administrative Housing Termination process.

The Student Conduct Committee should:

1. Review the University of Maryland Code of Student Conduct (V-1.00[B]).
2. Review the proposal entitled, "Code of Student Conduct Modification Regarding Housing Termination" (Senate Document #23-24-05).
3. Review Department of Resident Life's Community Living Handbook.
4. Consult with representatives from the Department of Resident Life.
5. Consult with representatives from the Resident Hall Association (RHA).
6. Consider whether the Code of Student Conduct conflicts with Department of Resident Life administrative processes.
7. Consider whether any rights of students will be affected by the updated Code of Student Conduct.
8. Consult with a representative of the Office of General Counsel on any proposed revision to the Code of Student Conduct.
9. If appropriate, recommend whether the Code of Student Conduct should be revised and submit recommended revisions.

We ask that you submit a report to the Senate Office no later than **January 12, 2024**. If you have questions or need assistance, please contact the Senate Office at senate-admin@umd.edu.

Appendix 2



V-1.00(B) UNIVERSITY OF MARYLAND CODE OF STUDENT CONDUCT

(Approved by the Board of Regents January 25, 1980; amended September 4, 1990; December 18, 2001; April 22, 2004; November 18, 2005; April 5, 2006; March 10, 2011; January 17, 2012; February 20, 2013; May 9, 2013; Technical amendments September 2, 2015; Amended effective January 1, 2018; Technical amendments August 14, 2020; Amended May 25, 2023)

This *Code* does not apply to matters of student academic integrity. The policy and procedures document applicable to student academic integrity is III-1.00(A) University of Maryland Code of Academic Integrity at <https://policies.umd.edu/academic-affairs/university-of-maryland-code-of-academic-integrity>.

This *Code* does not apply to student sexual harassment and other sexual misconduct. The policy and procedures document applicable to student sexual harassment and other sexual misconduct is VI-1.60(A) University of Maryland Policy & Procedures on Sexual Harassment and Other Sexual Misconduct at <https://policies.umd.edu/general-administration/university-of-maryland-policy-and-procedures-on-sexual-harassment-and-other-sexual-misconduct>.

I. INTRODUCTION

The *Code of Student Conduct (Code)* was created to ensure the safety and security of the University community. The *Code*, administered by the Office of Student Conduct, seeks to balance the rights and responsibilities of all individuals within the community, and uphold the integrity and values of the University of Maryland. Reasonable efforts are made to educate and support Students in reaching their academic and personal goals while fostering a climate of accountability and responsibility for their actions. The *Code* outlines behaviors that are inconsistent with University standards and expectations and sets forth applicable procedures and potential Sanctions governing *Code* violations.

II. APPLICABILITY

- A. This *Code* covers conduct by a Student, Student Group, or Student Organization that occurs:
1. on University Premises; or
 2. at University-sponsored events; or
 3. not on University Premises, if:
 - a) the conduct would constitute a violation of this *Code* had it occurred on University premises; *and*

- b) the Director of Student Conduct determines that the conduct affects the safety of the University community or the orderly operation of the University.
- B. This *Code* applies to all covered conduct that occurred on or after August 28, 2023. Where the date of the alleged conduct precedes August 28, 2023, the definitions of misconduct in existence at the time of the alleged incident(s) will be used. The procedures under this *Code*, however, will be used to resolve all Referrals made on or after August 28, 2023, regardless of when the alleged incident(s) occurred.
- C. Office of Student Conduct

The Office of Student Conduct and its Director are charged with the administration of the *Code of Student Conduct* and its processes. References in this *Code* to the Director of Student Conduct include the Director and designees. The Director of Student Conduct grants at their discretion to the Office of Rights and Responsibilities the authority to administer matters involving *Code* that occur in or around the residence halls and/or on-campus University-affiliated housing owned by, leased from, operated in cooperation with, or supervised by the University. The responsibilities of the Office of Student Conduct include:

1. Providing official and final interpretation of the *Code*;
 2. Accepting reports of alleged Prohibited Conduct;
 3. Determining the appropriate alleged policy violation(s) to be filed in accordance with this *Code*;
 4. Administering the process and procedures for investigating and resolving alleged *Code* violations;
 5. Supervising, training, and advising all conduct boards;
 6. Maintaining all Student disciplinary records;
 7. Administering certain duties as set forth in [VI-1.60\(A\) University of Maryland Policy & Procedures on Sexual Harassment and Other Sexual Misconduct](#) and [VI-1.00\(B\) University of Maryland Non-Discrimination Policy and Procedures](#) as related to allegations against Students; and
 8. Administering No Contact Orders.
- D. Referral to Another University Process

Reports of Student, Student Group, or Student Organization conduct made to the Office of Student Conduct may violate other University policies, and the report may be referred to another University process and/or office in accordance with applicable University policies and procedures.

Responding Parties found responsible for Prohibited Conduct under this *Code* may additionally be subject to program review for continued participation in their academic and/or University-sponsored scholarship programs, including but not limited to a graduate assistantship.

III. DEFINITIONS

- A. "Advisor" means a person chosen by a Responding Party to assist the Responding Party. The Advisor may be an attorney. The Responding Party is responsible for paying any expenses incurred by retaining an Advisor. The Advisor may be present at any meeting or proceeding to provide advice and consultation to the Responding Party. The Advisor shall not be an active participant in any meeting or proceeding, but if necessary, the Responding Party may request a break in order to speak privately with an Advisor. The Advisor may not speak for the Responding party, serve as a witness, provide evidence, delay or otherwise interfere with the University's resolution process.
- B. "Advocate" means a registered, University degree-seeking Student designated to assist a Responding Party. The role of an Advocate includes:
1. Providing confidential advice to the Responding Party.
 2. Making brief opening and closing statements.
 3. Questioning parties and witnesses, including Reporting Parties, pursuant to the applicable procedures.
 4. Following a determination of responsibility, the Advocate may make recommendations regarding Sanctions, if appropriate.
- C. "Aggravating Factor" means a factor that may be considered in determining Sanctions. Aggravating Factors may include, but are not limited to, the degree of premeditation and/or planning on the part of the Responding Party's behavior, the nature of the violation, the severity of any resulting damage, injury, or harm, providing false information in the resolution process, and the past disciplinary record of the Responding Party.
- D. "Community Advocate" means a registered, University degree-seeking Student who is trained to assist or represent the Reporting Party and present disciplinary matters at Student Conduct Board hearings. Their responsibilities include providing brief opening and closing statements, presenting evidence, and other duties as requested by a Student Conduct Board. The Community Advocate performs their responsibilities under the oversight of the Office of Student Conduct.
- E. "Days" means business weekdays when the University is not closed.
- F. "Knowingly" means consciously engaging in specific conduct, regardless of whether the individual understood the conduct was a violation of the *Code*.
- G. "Mitigating Factor" means a factor that may be considered in determining Sanctions. A Mitigating Factor is present either at the time the violation occurred, or after the violation when a Responding Party engages in substantial activities to increase their knowledge or prevent future violations. Mitigating Factors include the steps the Responding Party has taken to address their behavior.
- H. "Referral" means a report, complaint, or allegation of Prohibited Conduct against a Student, Student Group, or Student Organization.

- I. “Reporting Party” means an individual(s) who has(have) referred a Student, Student Group, Student Organization, or incident to the Office of Student Conduct based on an alleged violation of the *Code*.
- J. “Responding Party” means a Student, Student Group, or Student Organization alleged to have committed a violation of this *Code*.
- K. “Student” means a person enrolled, registered, or auditing courses at the University on a full-time or part-time basis or a person who may not be enrolled but has a continuing academic relationship with the University.
- L. “Student Group” means a number of persons who are associated with each other but who do not have status as an officially registered Student Organization.
- M. “Student Organization” means a group of persons who are associated with each other and who have complied with University requirements for Student Organization registration.
- N. “Support Person” means a person chosen by a Responding Party to provide emotional and logistical support. A Support Person cannot be an active participant or witness in the resolution process.
- O. “University” means the University of Maryland, College Park.
- P. “University-sponsored Activity” means any activity on or off campus which is initiated, aided, authorized, or supervised by the University.
- Q. “University Premises” means buildings or grounds owned, leased, operated, controlled, or managed by the University.

IV. NO CONTACT ORDERS

The Director of Student Conduct has authority to implement, modify, and terminate No Contact Orders against Students, regardless of whether a Referral of Prohibited Conduct is made under this *Code*, and consistent with all other applicable University policies and procedures. The Director of Student Conduct may consult with other University officials regarding No Contact Orders. No Contact Orders are typically mutual between two or more individuals and are designed to prevent individuals from engaging in direct or indirect communication with each other. They are typically non-punitive in nature and are not considered a Sanction, unless ordered otherwise. No Contact Orders are effective immediately without prior notice to Students whenever there is evidence that the continued interaction of the Student with other particular members of the University community poses a substantial threat to themselves or others, or to the stability and continuation of normal University operations including but not limited to individuals’ educational or work environments. No Contact Orders may, but are not required to be, implemented as an Interim Measure under this *Code*. No Contact Orders may remain in place following the conclusion of any relevant University proceeding. Violations of No Contact Orders may constitute a violation of this *Code*.

V. STUDENT RIGHTS AND RESPONSIBILITIES

- A. Standards of Conduct

When Students choose to enroll at the University of Maryland, they accept the rights and responsibilities of membership in the University community both on and off campus. Students at the University of Maryland are expected to uphold the values of the University by conducting themselves in accordance with University policies and procedures.

B. Student Rights

The Office of Student Conduct provides a fair and balanced University process for resolving allegations of Student Prohibited Conduct. Students will be treated fairly and with dignity and respect without regard to race, color, sex, gender identity or expression, sexual orientation, marital status, age, national origin, political affiliation, physical or mental disability, religion, protected veteran status, genetic information, personal appearance, or any other legally protected status, as outlined in the University's non-discrimination policies.

The focus of the Student Conduct Review Process is to resolve allegations of Student Prohibited Conduct. Students have the right to be notified of the allegations and specific policies they are alleged to have violated, to have access to the information underlying the allegation(s), and to have an opportunity to respond.

C. Student Responsibilities

1. Balancing Students' rights with their responsibilities as members of the University community is imperative to creating mature and engaged citizens. All Students are expected to understand and follow University policies and procedures as well as to comply with applicable federal, state, and local laws. Due to the high expectations the University has of its community members, responsibilities set forth in University policies may exceed federal, state, or local requirements.
2. University email is the primary means the Office of Student Conduct uses to communicate with Students. Students are responsible for reading all official communications delivered to their University email address and are advised to check their email regularly for University communications, including those from the Office of Student Conduct.

VI. STANDARD OF EVIDENCE

The preponderance of the evidence standard will be used to determine responsibility for *Code* violations. Preponderance of the evidence means that based on the totality of the information presented, it is more likely than not that the violation occurred. Sanctions are imposed according to the nature and severity of the violation.

VII. PROHIBITED CONDUCT

This list of “Prohibited Conduct” is provided to inform Students, Student Groups, and Student Organizations of behaviors that are not permitted. The list should be read broadly and is not designed to define Prohibited Conduct in exhaustive terms. Attempts to commit acts prohibited by this *Code* may be reviewed and sanctioned to the same extent as completed violations.

A. Offenses Against Persons

1. Intentionally or recklessly causing physical harm to any person, or intentionally or recklessly causing reasonable expectation of such harm.
2. Engaging in hazing activities as prohibited by [V-1.00\(K\) University of Maryland Policy and Procedures on Hazing](#).
3. Intentionally and substantially interfering with the lawful freedom of expression of others. (Demonstrations, rallies, [leafleting](#), and equivalent activity are addressed by [VI-4.10\(A\) University of Maryland Policy and Procedures for the Use of Facilities and Outdoor Spaces, Appendix A: Guidelines for Expressive Activity](#).)

B. Alcohol and Other Drug Offenses

“Controlled substance” and “illegal drugs” are defined by Maryland and federal law.

1. Unauthorized distribution of any controlled substance or illegal drug, or the production, manufacture, or possession of any controlled substance or illegal drug for purposes of unauthorized distribution.
2. Unauthorized use, production, manufacture, or possession of any controlled substance or illegal drug.
3. Providing alcohol or alcoholic beverages to a person under the legal age of consumption or possession.
4. The illegal or unauthorized consumption, possession, or sale of alcohol or alcoholic beverages.
5. Operating a motor vehicle while intoxicated or impaired by alcohol or other drugs.

C. Property Offenses

1. Theft of property, services, or resources, or the unauthorized use of services to which one is not entitled.
2. Knowingly possessing stolen property.
3. Intentionally or recklessly destroying, damaging, vandalizing, tampering with, or defacing University property or the property of others.
4. Trespassing on or the unauthorized use of facilities, property, or resources.

D. Community Offenses

1. Unauthorized on-campus or illegal off-campus use, possession, or storage of any weapon or explosive. The term “weapon” includes any object or substance designed to inflict a wound, cause injury, or incapacitate, including, but not limited to, all firearms, pellet guns, switchblade knives, and knives with blades five (5) or more inches in length.

2. Intentionally initiating or causing any false report, warning, or threat of fire, explosion, or other emergencies.
 3. Rioting, assault, theft, vandalism, fire setting, or other serious misconduct
 - a) related to a University-sponsored event, occurring on- or off-campus, that results in harm to persons or property; or
 - b) which otherwise poses a threat to the stability of the campus or campus community.
 Such conduct may result in disciplinary action regardless of the existence, status, or outcome of any criminal charges in a court of law.
 4. Engaging in disorderly or disruptive action that interferes with University or community activities, including but not limited to studying, teaching, research, and University administration.
 5. Intentionally or recklessly misusing or damaging fire safety equipment.
 6. Unauthorized setting of fires on University premises.
 7. Unauthorized use or possession of fireworks.
 8. Public urination or defecation.
- E. Offenses Against University Operations
1. Intentionally furnishing false information to the University or law enforcement officials acting in performance of their duties.
 2. Making, possessing, providing, or using any forged, altered, or falsified University document.
 3. Failure to comply with a directive of University officials, including law enforcement officials, acting in the performance of their duties.
 4. Knowingly violating the terms of any Sanctions imposed in accordance with this *Code* or by the Office of Student Conduct in accordance with other University policies.
- F. Other Offenses
1. Conviction, a plea of no contest, acceptance of responsibility or acceptance of punishments in state or federal court for a crime (other than a minor traffic offense) not otherwise prohibited by this *Code*.
 2. Making, possessing, providing, or using any forged, altered, or falsified instrument of identification.
 3. Violation of published University regulations or policies that do not have governing resolution procedures, including but not limited to, ~~rules addressing conduct in the residence halls~~, use of vehicles, campus demonstrations, misuse of identification cards, acceptable use of technology resources, and access to University resources.
 4. **Rules addressing conduct in the residence halls, whether or not such conduct is also subject to proceedings under such residence hall rules and procedures.**

VIII. SANCTIONS

Students found responsible for Prohibited Conduct under this *Code* are subject to Sanctions. The aims of Sanctions are to protect the campus community, deter future offenses, promote individual

accountability, and enhance ethical development. Reasonable efforts are made to educate and support Students in reaching their academic and personal goals while fostering a climate of accountability and responsibility for one's actions. However, the University is not designed nor equipped to rehabilitate or incapacitate persons who pose a substantial threat to themselves or others.

- A. The following Sanctions may be imposed by the Director of Student Conduct for violations of the *Code*:
1. Expulsion: permanent separation of the Student from the University. A permanent notation will appear on the Student's transcript. The Student may also be barred from University premises. (Expulsion requires administrative review and approval by the Dean of Students who may alter, defer, or withhold the Expulsion.)
 2. Suspension: separation of the Student from the University for a specified period of time. A permanent notation will appear on the Student's transcript. The Student shall not participate in any University-sponsored activity and may be barred from University premises during the period of Suspension. Suspended time will not count against any time limits required by the Graduate School for completion of a degree. (Suspension requires administrative review and approval by the Dean of Students who may alter, defer, or withhold the Suspension.)
 3. Disciplinary Probation: a designated period of time in which the Student may be prohibited from representing the University in any extracurricular activity or from running for or holding office in any Student Organization or University organization, or a Student Group or Student Organization may face restrictions. Additional restrictions or conditions may also be imposed.
 4. Disciplinary Warning: written notice to the Responding Party that further Prohibited Conduct may result in more severe disciplinary action.
 5. Educational Assignments: a sanction that may be imposed in addition to those specified above with the intent of providing the Responding Party with learning, assistive, or growth opportunities, as well as restoring any harm caused to the community. Alcohol or other drug education, research or reflective assignments, community service, values/ethics-based activities, or other sanctions may be assigned.
 6. Other Sanctions: other outcomes may be imposed in addition to those specified above. ~~For example, Students may be subject to University housing termination for Prohibited Conduct that occurs in the residence halls. Likewise, For example, R~~responding Parties may be subject to **temporary or permanent loss of housing privileges in University-owned residence units**, restrictions or denial of driving privileges for Prohibited Conduct involving the use or registration of motor vehicles, **and/or other restrictions and sanctions as determined by the Director of Student Conduct**. Responding Parties may **also** be required to pay fines or to make payments to the University or to other persons, groups, or organizations as restitution for damages incurred as a result of a violation of this *Code*. Student Groups or Student Organizations may be subject to social moratorium

- (prohibited from hosting, sponsoring, or attending events where alcohol is present), or other relevant restrictions and sanctions as determined by the Director of Student Conduct.
- B. Repeated or aggravated violations of any section of this *Code* may also result in Suspension or Expulsion in the imposition of lesser Sanctions as deemed appropriate.
 - C. Consistent with [V-8.00 University System of Maryland Policy on Event-Related Student Misconduct](#), any decision to impose a sanction less than Suspension or Expulsion for event-related Prohibited Conduct as prohibited by Section VII.d.3 of this *Code* must be supported by written findings signed by the Vice President for Student Affairs. A Student suspended under this section shall not be admitted to any other institution in the University of Maryland System during the term of the Suspension. A Student expelled under this section shall not be admitted to any other institution in the University of Maryland System for at least one year from the effective date of the Expulsion.
 - D. The University considers Prohibited Conduct motivated in whole or in part because of an individual or group characteristic or status, or the perception of an individual or group characteristic or status, protected by the University's non-discrimination policies to be an Aggravating Factor, which may subject the Responding Party to a more severe Sanction than would be imposed in the absence of such motivation.

IX. STUDENT CONDUCT REVIEW PROCESS

- A. This section provides general information and an overview of the Student Conduct Review Process. Not all cases are the same, and allegations differ in their severity and complexity. However, the Office of Student Conduct endeavors to treat similar facts and circumstances consistently.
- B. Certain conduct may constitute both a violation of law and a violation of this *Code*. Therefore, Students may be accountable to both criminal authorities and the University as a result of the same conduct or incident. The University's Student Conduct Review Process differs from legal civil or criminal proceedings. Disciplinary action at the University will normally move forward before or during criminal proceedings, and will not be subject to challenge on the grounds that criminal charges involving the same incident have been dismissed or reduced.

The same conduct may also result in civil litigation. Civil litigation is separate and independent from any University process under this *Code*, and the resolution of any civil legal action that does not involve the University by settlement or other means will not resolve a University action for violation of the *Code*.

C. Referral

1. Anyone may refer a Student, Student Group, or Student Organization suspected of violating this *Code* to the Office of Student Conduct. Written Referrals are preferred.

The Office of Student Conduct will review all Referrals for reasonable cause. This means the Office will review the allegations to determine whether allegations, if substantiated, would amount to Prohibited Conduct in violation of the *Code*. If the Office of Student

Conduct determines that reasonable cause, the Reporting Party should expect to be a participant and provide pertinent information in any future proceedings. In the absence of a determination that there is reasonable cause to proceed, the case may be dismissed.

2. There are no time restrictions on reporting potential *Code* violations to the Office of Student Conduct. However, individuals are encouraged to report incidents as soon as they occur so witnesses can be identified and important information and documents preserved, if there is a reasonable cause determination and the Office of Student Conduct determines to move forward.
3. A Reporting Party may remain anonymous; however, anonymity may limit the University's ability to investigate and respond to a Referral.
4. Retaliation against anyone for reporting an alleged violation of this *Code* is strictly prohibited, and persons who engage in retaliation will be considered for further disciplinary action.

D. Interim Measures

Based on the nature and circumstances of the Referral, the Director of Student Conduct, in consultation with appropriate University administrators, may authorize Interim Measures to ensure the safety and well-being of the parties and others in the University community, as appropriate, including but not limited to the following:

1. **Interim Suspension:** The Director of Student Conduct may suspend a Student for an interim period pending the resolution of disciplinary proceedings. This Interim Suspension may become effective immediately without prior notice to the Student whenever there is evidence that the continued presence of the Student in the University community poses a significant threat to themselves or others, or to the stability and continuation of normal University operations. The Student will be offered an opportunity to meet with the Director of Student Conduct to review the reliability of the information within five (5) Days from the effective date of the Interim Suspension. However, there is no guarantee that the Student will be permitted to return to campus.
2. **Cease and Desist:** A Cease and Desist notice may be issued to Student Groups or Student Organizations whose continued operation poses a threat to the health and safety of the University community. Directives to Cease and Desist may be effective immediately without prior notice to the Student Group or Student Organization if there is evidence that the continued presence and operation of the Student Group or Student Organization poses a substantial threat to the health and safety of their members or others in the community (e.g., hazing allegation).
3. **No Contact Orders:** No Contact Orders may be implemented as an Interim Measure in accordance with Section IV of this *Code*.

E. Preliminary Interview

1. After determining reasonable cause exists, the Office of Student Conduct or the Office of Rights & Responsibilities will contact the Responding Party and request that they attend a

Preliminary Interview. The purpose of the Preliminary Interview is to review the allegations with the Responding Party and to assist the Responding Party in understanding the Student Conduct Process. Responding Parties may discuss the alleged incident during the Preliminary Interview; however, they are not required to do so. Relevant information shared in a Preliminary Interview may become part of the case file for future proceedings.

2. The officers, leaders, or any identifiable spokespersons for the Student Group or Student Organization may be directed by the Director of Student Conduct to act on the Student Group or Student Organization's behalf as the Responding Party.
3. The Director of Student Conduct may initiate, defer, or dismiss allegations of Prohibited Conduct against a Responding Party regardless of whether they choose to attend or discuss the alleged incident during the Preliminary Interview. A deferral of disciplinary proceedings may not exceed a period of ninety (90) days, and may be conditional.

F. Notice of Resolution Procedures

1. The Office of Student Conduct and/or Office of Rights and Responsibilities will review Referrals to determine whether the alleged Prohibited Conduct might result in Suspension or Expulsion from the University ~~or University housing termination~~. Alleged Prohibited Conduct which results in or could have foreseeably resulted in significant injury to persons or damage to property, or which otherwise poses a substantial threat to the stability and continuation of normal University or University-sponsored activities, may result in a Student's Suspension or Expulsion ~~or University housing termination~~.
2. The Office of Student Conduct will advise the Responding Party of the alleged Prohibited Conduct and the range of sanctions that might be imposed if the Responding Party is found responsible for the violation.
3. The Office of Student Conduct will advise the Responding Party of the Resolution Process options based on the alleged Prohibited Conduct.
 - a) Responding Parties who face potential Suspension, **or** Expulsion, ~~or University housing termination~~ have the right to a hearing before the appropriate Student Conduct Board. The Responding Party may appeal a Student Conduct Board hearing outcome resulting in a determination of responsibility, regardless of the Sanction imposed.

Responding Parties who face potential Suspension, **or** Expulsion, ~~or University housing termination~~ may waive their right to a Student Conduct Board hearing and proceed to have their case resolved in a Disciplinary Conference (or Disciplinary Conference Board, if referred thereto), or in Alternative Resolution if applicable. Responding Parties who waive their right to a Student Conduct Board hearing remain subject to the full range of Sanctions. The Responding Party may appeal the Disciplinary Conference or Disciplinary Conference Board outcome only if a Sanction of Expulsion, **or** Suspension, ~~or University housing termination~~ is imposed.

- b) Responding Parties who do not face potential Suspension, **or** Expulsion, ~~or University housing termination~~ do not have a right to a hearing before a Student Conduct Board. Such cases are resolved in a Disciplinary Conference (or Disciplinary Conference Board, if referred thereto), or in Alternative Resolution if applicable. In these cases, all outcomes are considered final and may not be appealed.

G. Alternative Resolution Options

The Office of Student Conduct may develop Alternative Resolution options, which may include options such as restorative justice practices, mediation, or an informal resolution agreement. At the discretion of the Office of Student Conduct, the Responding Party may be permitted to have their case resolved in an Alternative Resolution option without participating in a formal resolution proceeding through a Disciplinary Conference, Disciplinary Conference Board, or Student Conduct Board.

If an Alternative Resolution option is utilized and resolves the matter, the Responding Party waives the right to appeal the outcome, including any agreement, if applicable.

X. DISCIPLINARY CONFERENCE AND DISCIPLINARY CONFERENCE BOARD

- A. A Disciplinary Conference is a resolution meeting between the Responding Party and the designee(s) assigned by the Director of Student Conduct who is (are) the matter. Responding Parties participating in Disciplinary Conferences receive the following procedural protections:
 - 1. At least three (3) Days advance written notice of the alleged *Code* violation(s) and the scheduled Disciplinary Conference;
 - 2. Reasonable access to the case file prior to and during the Disciplinary Conference;
 - 3. An opportunity to respond to the allegations and bring forward any documentation, witnesses, or information on their behalf; and
 - 4. The option to be assisted by an Advocate or Advisor, and accompanied by a Support Person, of their choosing.
 - 5. The Responding Party will be notified in writing of the outcome, including any Sanction determination, if applicable. If an appeal is permissible pursuant to subparagraph (3) below, a brief written report of the responsibility determination and Sanction, including any Aggravating Factors or Mitigating Factors that were considered, will be provided.
- B. The Director of Student Conduct may refer complex or contested cases to a Disciplinary Conference Board for resolution. A Disciplinary Conference Board consists of two Students from the University Student Judiciary and a staff member from the Office of Student Conduct. All procedures applicable to Disciplinary Conferences will apply to Disciplinary Conference Board proceedings.

Following Disciplinary Conference Board proceedings, the Responding Party and the Office of Student Conduct will be notified in writing of the outcome, including any

Sanction determination, if applicable. If an appeal is permissible pursuant to subparagraph (3) below, a brief written report of the responsibility determination and Sanction, including any Aggravating Factors or Mitigating Factors that were considered, will be provided.

C. Appeal

1. A Responding Party who is before a Disciplinary Conference (or Disciplinary Conference Board, if referred thereto) because they are not facing potential Suspension **or**, Expulsion, ~~or University housing termination~~ and therefore do not have a right to a Student Conduct Board hearing, may not appeal the outcome of the Disciplinary Conference or Disciplinary Conference Board. The Disciplinary Conference or Disciplinary Conference Board outcome is final.
2. A Responding Party who is facing potential Suspension, **or** Expulsion, ~~or University housing termination~~ and opts for a Disciplinary Conference (or Disciplinary Conference Board, if referred thereto) in lieu of a Student Conduct Board hearing, may appeal the Disciplinary Conference or Disciplinary Conference Board outcome only if a Sanction of Expulsion, **or** Suspension, ~~or University housing termination~~ is imposed.
3. The Reporting Party cannot appeal the outcome.

XI. STUDENT CONDUCT BOARDS

In Student Conduct Board hearings, a designated panel of board members hears a case, determines facts, renders a decision, and recommends sanctions to the Office of Student Conduct. Student Conduct Boards have an integral role in the Student Conduct Review Process. The University Student Judiciary is a diverse group of Students specifically trained in the *Code* and matters related to the University's Student Conduct Board process. The University Student Judiciary operates under the direction of the Office of Student Conduct. Students selected for Student Conduct Boards are selected according to procedures developed by the Director of Student Conduct. Selected Students assume positions of responsibility in the University Student Judiciary for the express purpose of providing Student perspective as a part of the Student Conduct Review Process. Final authority for resolving matters under the *Code*, however, is vested in the Office of Student Conduct.

A. Types of Student Conduct Boards

1. Resident Board –A panel of three (3) Students from the University Student Judiciary and a non-voting Presiding Officer, that hears cases involving alleged violations of the *Code* when the incident occurs in or around the residence halls and/or on-campus University-affiliated housing owned by, leased from, operated in cooperation with, or supervised by the University.
2. Central Board –A panel of three (3) Students of the University Student Judiciary and a non-voting Presiding Officer, that hears cases involving violations of this *Code* that are not referred to the Resident Board or resolved in a Disciplinary Conference or by a Disciplinary Conference Board.

3. Ad-Hoc Board –A panel appointed at the discretion of the Director of Student Conduct when a Resident Board or the Central Board is unable to convene in a timely manner. An Ad-Hoc Board shall be comprised of three (3) members, one of whom may be the Presiding Officer who serves as a voting member, and include at least one Student.
- B. All Student Conduct Board hearings are facilitated by a Presiding Officer. The Presiding Officer is a member of the Board whose role is to exercise control over the proceedings for the purpose of time management and an orderly completion of the hearing. The Presiding Officer may be a trained member of the University Student Judiciary or a staff designee as selected by the Director of Student Conduct. In cases of the Central or Resident Board, the Presiding Officer is a non-voting member. In cases where there is an Ad-Hoc Board, the Presiding Officer serves as a voting member.
 - C. All Student Conduct Boards may be advised by a University staff member as designated by the Director of Student Conduct. A Board Advisor is a non-voting member of the Board and has all the privileges of Board members, including the ability to comment on questions of procedure and on the relevance of evidence, and will otherwise assist in the administration of the hearing.
 - D. University Student Judiciary members alleged to have violated this *Code*, a University policy, or with a criminal offense may be suspended from their University Student Judiciary positions by the Director of Student Conduct while allegations are pending. Students found responsible for *Code* violations or convicted of criminal offenses may be removed from further participation in the University Student Judiciary by the Director. of Student Conduct. Additional grounds and procedures for removal may also be set forth in the bylaws of the University Student Judiciary

XII. STUDENT CONDUCT BOARD HEARING PROCEDURES

- A. The following procedural guidelines shall be applicable in Board hearings:
 1. Responding Parties shall receive written notice of the specific alleged policy violation(s) and a hearing date at least five (5) Days in advance of the hearing. Hearing dates are scheduled in consultation with the parties whenever possible.
 2. Responding Parties will have reasonable access to their case file maintained in the Office of Student Conduct prior to their hearing.
 3. Responding Parties who fail to appear at a hearing after proper notice will have a response of “no contest” to the allegations against them entered into the record on their behalf. An outcome determination may be made without the participation or presence of the Responding Party at a hearing.
 4. All hearings are closed to the public.
 5. Hearings may be recorded or transcribed by the Office of Student Conduct, and no other recordings will be permitted. Recordings and transcripts are maintained in the Office of Student Conduct for the purpose of permitting a review by appellate bodies and by staff members in the Office of Student Conduct.

6. Prior to the start of a hearing, any party may challenge a Student Conduct Board member's participation based on a potential conflict of interest. Board members may be disqualified due to a conflict of interest upon a majority vote of the remaining members of the Board conducted by secret ballot, or by the decision of the Director of Student Conduct. In the case of a tie among the remaining members of the Board, the issue will be referred to the Director of Student Conduct for decision.
7. Formal rules of evidence are not applicable to Student Conduct Board hearings. The Presiding Officer of each Student Conduct Board shall admit all evidence, meaning documents, other information, and witnesses, into consideration which reasonable persons would accept as relevant, significant, and important to the issues being decided in the case. Unnecessarily repetitious, irrelevant, or prejudicial information or witnesses may be excluded at the discretion of the Presiding Officer.
8. Responding Parties may be assisted by an Advisor and an Advocate, and accompanied by a Support Person.
9. Both parties will be provided an opportunity to question witnesses who provide information at hearings.
10. Student Conduct Board Deliberations
 - a) Student Conduct Board deliberations are private, and the parties are excluded.
 - b) Responsible or Not Responsible Determination
 - (1) The Student Conduct Board shall find the Responding Party not responsible for Prohibited Conduct if, by a majority vote of the Board members, the Student Conduct Board determines that there is not a preponderance of the evidence to support a conclusion that the Prohibited Conduct occurred. The Board will make an outcome determination that the Responding Party was found not responsible, and the matter is concluded.
 - (2) The Student Conduct Board shall find the Responding Party responsible for Prohibited Conduct if, by a majority vote of the Board members, the Student Conduct Board determines that the preponderance of the evidence supports a conclusion that the Prohibited Conduct occurred.
 - (3) The parties will be informed of the Student Conduct Board's determination of responsibility. If there is a finding of responsibility, the parties will be given an opportunity to submit documentation or make statements concerning appropriate Sanctions.
 - c) If there is a determination of responsibility, the Student Conduct Board shall hold a separate session to consider Sanction recommendations, during which it may consider Aggravating Factors and Mitigating Factors and documentation or statements provided by the parties. The past disciplinary record of the Responding Party will not be provided to the Student Conduct Board prior to a determination of responsibility but may be shared with the Student Conduct Board for its consideration for recommending a Sanction(s).

11. Final decisions of all Student Conduct Boards shall be by a majority vote of the members present and voting. A tie vote on a determination of responsibility for a *Code* violation will result in a finding of “not responsible.”
12. Final decisions of all Student Conduct Boards, including the determination of responsibility and Sanction recommendation, if applicable, will be accompanied by a brief written report provided to the Office of Student Conduct. The brief written report will include any Aggravating Factors or Mitigating Factors that were considered.

B. Final Outcome Notification

Based on the Student Conduct Board determining the Responding Party is responsible for Prohibited Conduct and consideration of the Board’s Sanction recommendation, the Director of Student Conduct will impose an appropriate Sanction.

The Office of Student Conduct will notify the Responding Party in writing of the final outcome, including the imposed Sanction and a copy of the written report of the Student Conduct Board.

C. Appeal

1. A Responding Party who is found responsible by a Student Conduct Board may appeal the responsibility determination and imposed Sanction as provided in the Appeals section of this *Code*, regardless of the Sanction imposed.
2. The Reporting Party cannot appeal a final outcome determination.

D. Witnesses

1. The Presiding Officer of any Board may direct a witness to appear before the Board upon the request of any Student Conduct Board member, at the request of either party, or at the request of the Board Advisor. Directives for witnesses to appear must be approved by the Director of Student Conduct. University Students and employees are expected to comply with a request to appear before a Student Conduct Board unless compliance would result in significant and unavoidable personal hardship or substantial interference with normal University activities.
2. If a. the Director of Student Conduct determines that a fair hearing cannot be held without the testimony of a particular witness and after good faith attempts are made to notify the witness, if the witness either fails to or refuses to appear, the hearing will be postponed until the witness agrees to appear or the allegations will be dismissed.
 - a) A witness who is unable to attend the hearing, may submit a signed statement to the Office of Student Conduct prior to the hearing. Statements will not be admitted into the proceedings unless verified by the witness in the presence of a staff member in the Office of Student Conduct or a person designated by the Director of Student Conduct.
3. Witnesses will be asked to sign an ‘Honesty Statement’ affirming that the information they present during the hearing will be truthful and accurate. Students who knowingly

provide false information may be presented with an alleged policy violation under this *Code*.

4. Prospective witnesses, other than the Responding Party and the Reporting Party, may be excluded from the hearing during the testimony of other witnesses.
5. Witnesses should expect to be questioned by the Reporting Party, Responding Party, the respective Advocates, and Board members (including Board Advisor, if applicable) during hearing proceedings.

XIII. APPEALS

Appeals are not intended to allow for a second review of the facts of the matter and determination whether the Responding Party is responsible for Prohibited Conduct. A review of the matter on appeal will be prompt and narrowly tailored to the stated Grounds for an Appeal outlined below. Mere dissatisfaction with the responsibility and sanction outcome is not a valid basis for appeal. In most cases, appeal reviews and considerations are confined to a review of the written record and the submissions in support of or against the appeal. In all matters, deference shall be given to the determinations of the Student Conduct Board, Disciplinary Conference Board, or Disciplinary Conference, as applicable.

A. Submission of an Appeal

1. A Responding Party may appeal the determination of responsibility and/or the Sanction imposed if:
 - a) The Responding Party had a hearing with a Student Conduct Board; or
 - b) The Responding Party had a Disciplinary Conference or Disciplinary Conference Board and received a Sanction of Suspension, **or** Expulsion, ~~or University housing termination.~~
2. An appeal must be submitted in writing within five (5) Days from the date of the Office of Student Conduct's written notice of the final outcome. Appeals submitted after five (5) Days shall be denied. At the discretion of the Director of Student Conduct, extensions may be granted with written permission in extenuating circumstances. The Director of Student Conduct has the discretion to defer the imposition of Sanctions pending any appeal.
3. If the Responding Party does not submit an appeal, the responsibility determination and Sanctions become final five (5) Days from the date of the Office of Student Conduct's written notice.

B. Grounds for an Appeal shall be limited to:

1. Substantial Procedural Error: Procedural errors or errors in interpretation of University policy that were so substantial as to effectively deny a Responding Party notice or a fair opportunity to be heard. Deviations from procedures that were not so substantial as to deny a Responding Party notice or a fair opportunity to be heard will not be a basis for granting an appeal.
2. Disproportionate Sanction: The Sanction is substantially disproportionate to the offense, which means it is far in excess of what is reasonable given the facts or the circumstances of the violation.

3. Arbitrary and Capricious: An arbitrary and capricious decision is a decision without a rational basis or that is not supported by any evidence in the record.
4. New Evidence: New and significant relevant information has become available which a reasonably diligent person could not have discovered before or during the original Student Conduct Board, Disciplinary Conference Board, or Disciplinary Conference proceeding.
 - a) When the basis of the appeal is new evidence, the appellate body will determine whether the information is new and was unavailable at the time of the proceeding. If the appellate body determines that the information is not new and was available at the time, the appeal will be denied.
 - b) If the information is determined to be new and unavailable at the time of the proceeding, the appellate body will consider whether the new information could have changed the outcome of the original proceeding.
 - c) If it is determined that the outcome could have been impacted by the new evidence, the case will be sent back to the original Disciplinary Conference, Disciplinary Conference Board, or Student Conduct Board, as applicable, for further review.
5. Unanticipated Disparate Impact of the Sanction: The Sanction has an unanticipated disparate impact on a Responding Party that exceeded the intention of the imposed Sanction.

C. Appeal Screening

1. Appeals will be screened by the Director Office of Student Conduct, and only those appeals that meet the Grounds for an Appeal provided in this *Code* will be forwarded to the appropriate appellate body for review.
2. The Responding Party will have three (3) Days to correct an appeals submission if they are advised that the initial submission does not state sufficient Grounds for an Appeal.

D. Response from the Office of Student Conduct

E. Review of the Appeal

1. Appeals of decisions resulting in Suspension or Expulsion will be decided by the University Senate Student Conduct Committee Appellate Body, which is composed of three members from the Student Conduct Committee including at least one Student.
2. Appeals of decisions resulting in sanctions other than Suspension or Expulsion will be decided by the Appellate Board, which is a branch of the University Student Judiciary composed of three Students.

F. The appellate body will consider the appeal and may:

1. Affirm the Decision and the Sanction outcome(s) imposed;
 2. Affirm the Decision and reduce, but not eliminate, the Sanction outcome(s) imposed;
 3. Remand the case to a new Disciplinary Conference, Disciplinary Conference Board, or Student Conduct Board, if there was substantial procedural error;
 4. Remand the case to the original Disciplinary Conference, Disciplinary Conference Board, or Student Conduct Board in accordance with procedures outlined under “New Evidence”;
- or

5. Dismiss the case if the decision is determined to be arbitrary and capricious.
- G. Sanctions of Expulsions or Suspensions affirmed by the Senate Student Conduct Committee Appellate Body require administrative review and approval by the Dean of Students who may alter, defer, or withhold the Expulsion or Suspension. Sanctions other than Expulsions or Suspensions affirmed by the Appellate Board require administrative review and approval by the Director of Student Conduct who may alter, defer or withhold the Sanction.

XIV. DISCIPLINARY RECORDS

- A. Students, Student Groups, and Student Organizations found responsible for violations of this *Code* will have a disciplinary record. Disciplinary records are maintained by the Office of Student Conduct for a period of three (3) years from the date of the letter providing notice of the final outcome and disciplinary action. Disciplinary records may be retained for longer periods of time or permanently, if specified in the Sanction. Disciplinary records of Students, Student Groups, and Student Organizations with a sanction of Suspension or Expulsion will be retained permanently unless otherwise specified.
- B. Students may petition the Office of Student Conduct to void their disciplinary record early, for good cause. Students are eligible to petition to void their disciplinary record six (6) months from the date of the letter providing notice of final disciplinary action if the following criteria are met:
 1. all Sanctions have been satisfactorily completed; and
 2. the Student must not have any new or pending disciplinary issues.
- C. Factors to be considered in review of such petitions include but are not limited to:
 1. Review and assessment of a completed submission of a “Petition to Void Disciplinary Record,” which should include the Student’s learning and growth since the time of the incident;
 2. the conduct of the Student subsequent to the Prohibited Conduct; and
 3. the nature of the Prohibited Conduct and the severity of any resulting damage, injury, or harm.
- D. Disciplinary records retained for less than ninety (90) calendar days or designated as “permanent” shall not be voided without unusual and compelling justification.
- E. Denials of petitions to void disciplinary records can be appealed to the Senate Student Conduct Committee Appellate Body, which will consider the appeal using the Grounds for an Appeal outlined in the Appeals section of this *Code*. Such an appeal must be submitted in writing within five (5) Days from the date of the letter providing notice of the original denial of the petition.
- F. In situations with unusual and compelling justification, the Director of Student Conduct has discretionary authority to alter, defer, or withhold a Sanction that has been previously imposed pursuant to the provisions of this *Code*, except the Director may not impose a stricter Sanction than was previously imposed pursuant to this authority. The Director of Student Conduct shall consult with the Dean of Students in cases of Suspension or Expulsion and may consult with

other University administrators as appropriate in all cases. There shall be no right to appeal a denial of a request to alter, defer, or withhold a Sanction under this provision.

Appendix 3



V-1.00(B) UNIVERSITY OF MARYLAND CODE OF STUDENT CONDUCT

(Approved by the Board of Regents January 25, 1980; amended September 4, 1990; December 18, 2001; April 22, 2004; November 18, 2005; April 5, 2006; March 10, 2011; January 17, 2012; February 20, 2013; May 9, 2013; Technical amendments September 2, 2015; Amended effective January 1, 2018; Technical amendments August 14, 2020; Amended May 25, 2023)

This *Code* does not apply to matters of student academic integrity. The policy and procedures document applicable to student academic integrity is III-1.00(A) University of Maryland Code of Academic Integrity at <https://policies.umd.edu/academic-affairs/university-of-maryland-code-of-academic-integrity>.

This *Code* does not apply to student sexual harassment and other sexual misconduct. The policy and procedures document applicable to student sexual harassment and other sexual misconduct is VI-1.60(A) University of Maryland Policy & Procedures on Sexual Harassment and Other Sexual Misconduct at <https://policies.umd.edu/general-administration/university-of-maryland-policy-and-procedures-on-sexual-harassment-and-other-sexual-misconduct>.

I. INTRODUCTION

The *Code of Student Conduct (Code)* was created to ensure the safety and security of the University community. The *Code*, administered by the Office of Student Conduct, seeks to balance the rights and responsibilities of all individuals within the community, and uphold the integrity and values of the University of Maryland. Reasonable efforts are made to educate and support Students in reaching their academic and personal goals while fostering a climate of accountability and responsibility for their actions. The *Code* outlines behaviors that are inconsistent with University standards and expectations and sets forth applicable procedures and potential Sanctions governing *Code* violations.

II. APPLICABILITY

- A. This *Code* covers conduct by a Student, Student Group, or Student Organization that occurs:
1. on University Premises; or
 2. at University-sponsored events; or
 3. not on University Premises, if:
 - a) the conduct would constitute a violation of this *Code* had it occurred on University premises; *and*

b) the Director of Student Conduct determines that the conduct affects the safety of the University community or the orderly operation of the University.

B. This *Code* applies to all covered conduct that occurred on or after August 28, 2023. Where the date of the alleged conduct precedes August 28, 2023, the definitions of misconduct in existence at the time of the alleged incident(s) will be used. The procedures under this *Code*, however, will be used to resolve all Referrals made on or after August 28, 2023, regardless of when the alleged incident(s) occurred.

C. Office of Student Conduct

The Office of Student Conduct and its Director are charged with the administration of the *Code of Student Conduct* and its processes. References in this *Code* to the Director of Student Conduct include the Director and designees. The Director of Student Conduct grants at their discretion to the Office of Rights and Responsibilities the authority to administer matters involving *Code* that occur in or around the residence halls and/or on-campus University-affiliated housing owned by, leased from, operated in cooperation with, or supervised by the University. The responsibilities of the Office of Student Conduct include:

1. Providing official and final interpretation of the *Code*;
2. Accepting reports of alleged Prohibited Conduct;
3. Determining the appropriate alleged policy violation(s) to be filed in accordance with this *Code*;
4. Administering the process and procedures for investigating and resolving alleged *Code* violations;
5. Supervising, training, and advising all conduct boards;
6. Maintaining all Student disciplinary records;
7. Administering certain duties as set forth in [VI-1.60\(A\) University of Maryland Policy & Procedures on Sexual Harassment and Other Sexual Misconduct](#) and [VI-1.00\(B\) University of Maryland Non-Discrimination Policy and Procedures](#) as related to allegations against Students; and
8. Administering No Contact Orders.

D. Referral to Another University Process

Reports of Student, Student Group, or Student Organization conduct made to the Office of Student Conduct may violate other University policies, and the report may be referred to another University process and/or office in accordance with applicable University policies and procedures.

Responding Parties found responsible for Prohibited Conduct under this *Code* may additionally be subject to program review for continued participation in their academic and/or University-sponsored scholarship programs, including but not limited to a graduate assistantship.

III. DEFINITIONS

- A. “Advisor” means a person chosen by a Responding Party to assist the Responding Party. The Advisor may be an attorney. The Responding Party is responsible for paying any expenses incurred by retaining an Advisor. The Advisor may be present at any meeting or proceeding to provide advice and consultation to the Responding Party. The Advisor shall not be an active participant in any meeting or proceeding, but if necessary, the Responding Party may request a break in order to speak privately with an Advisor. The Advisor may not speak for the Responding party, serve as a witness, provide evidence, delay or otherwise interfere with the University’s resolution process.
- B. “Advocate” means a registered, University degree-seeking Student designated to assist a Responding Party. The role of an Advocate includes:
 - 1. Providing confidential advice to the Responding Party.
 - 2. Making brief opening and closing statements.
 - 3. Questioning parties and witnesses, including Reporting Parties, pursuant to the applicable procedures.
 - 4. Following a determination of responsibility, the Advocate may make recommendations regarding Sanctions, if appropriate.
- C. “Aggravating Factor” means a factor that may be considered in determining Sanctions. Aggravating Factors may include, but are not limited to, the degree of premeditation and/or planning on the part of the Responding Party’s behavior, the nature of the violation, the severity of any resulting damage, injury, or harm, providing false information in the resolution process, and the past disciplinary record of the Responding Party.
- D. “Community Advocate” means a registered, University degree-seeking Student who is trained to assist or represent the Reporting Party and present disciplinary matters at Student Conduct Board hearings. Their responsibilities include providing brief opening and closing statements, presenting evidence, and other duties as requested by a Student Conduct Board. The Community Advocate performs their responsibilities under the oversight of the Office of Student Conduct.
- E. “Days” means business weekdays when the University is not closed.
- F. “Knowingly” means consciously engaging in specific conduct, regardless of whether the individual understood the conduct was a violation of the *Code*.
- G. “Mitigating Factor” means a factor that may be considered in determining Sanctions. A Mitigating Factor is present either at the time the violation occurred, or after the violation when a Responding Party engages in substantial activities to increase their knowledge or prevent future violations. Mitigating Factors include the steps the Responding Party has taken to address their behavior.
- H. “Referral” means a report, complaint, or allegation of Prohibited Conduct against a Student, Student Group, or Student Organization.

- I. “Reporting Party” means an individual(s) who has(have) referred a Student, Student Group, Student Organization, or incident to the Office of Student Conduct based on an alleged violation of the *Code*.
- J. “Responding Party” means a Student, Student Group, or Student Organization alleged to have committed a violation of this *Code*.
- K. “Student” means a person enrolled, registered, or auditing courses at the University on a full-time or part-time basis or a person who may not be enrolled but has a continuing academic relationship with the University.
- L. “Student Group” means a number of persons who are associated with each other but who do not have status as an officially registered Student Organization.
- M. “Student Organization” means a group of persons who are associated with each other and who have complied with University requirements for Student Organization registration.
- N. “Support Person” means a person chosen by a Responding Party to provide emotional and logistical support. A Support Person cannot be an active participant or witness in the resolution process.
- O. “University” means the University of Maryland, College Park.
- P. “University-sponsored Activity” means any activity on or off campus which is initiated, aided, authorized, or supervised by the University.
- Q. “University Premises” means buildings or grounds owned, leased, operated, controlled, or managed by the University.

IV. NO CONTACT ORDERS

The Director of Student Conduct has authority to implement, modify, and terminate No Contact Orders against Students, regardless of whether a Referral of Prohibited Conduct is made under this *Code*, and consistent with all other applicable University policies and procedures. The Director of Student Conduct may consult with other University officials regarding No Contact Orders. No Contact Orders are typically mutual between two or more individuals and are designed to prevent individuals from engaging in direct or indirect communication with each other. They are typically non-punitive in nature and are not considered a Sanction, unless ordered otherwise. No Contact Orders are effective immediately without prior notice to Students whenever there is evidence that the continued interaction of the Student with other particular members of the University community poses a substantial threat to themselves or others, or to the stability and continuation of normal University operations including but not limited to individuals’ educational or work environments. No Contact Orders may, but are not required to be, implemented as an Interim Measure under this *Code*. No Contact Orders may remain in place following the conclusion of any relevant University proceeding. Violations of No Contact Orders may constitute a violation of this *Code*.

V. STUDENT RIGHTS AND RESPONSIBILITIES

- A. Standards of Conduct

When Students choose to enroll at the University of Maryland, they accept the rights and responsibilities of membership in the University community both on and off campus. Students at the University of Maryland are expected to uphold the values of the University by conducting themselves in accordance with University policies and procedures.

B. Student Rights

The Office of Student Conduct provides a fair and balanced University process for resolving allegations of Student Prohibited Conduct. Students will be treated fairly and with dignity and respect without regard to race, color, sex, gender identity or expression, sexual orientation, marital status, age, national origin, political affiliation, physical or mental disability, religion, protected veteran status, genetic information, personal appearance, or any other legally protected status, as outlined in the University's non-discrimination policies.

The focus of the Student Conduct Review Process is to resolve allegations of Student Prohibited Conduct. Students have the right to be notified of the allegations and specific policies they are alleged to have violated, to have access to the information underlying the allegation(s), and to have an opportunity to respond.

C. Student Responsibilities

1. Balancing Students' rights with their responsibilities as members of the University community is imperative to creating mature and engaged citizens. All Students are expected to understand and follow University policies and procedures as well as to comply with applicable federal, state, and local laws. Due to the high expectations the University has of its community members, responsibilities set forth in University policies may exceed federal, state, or local requirements.
2. University email is the primary means the Office of Student Conduct uses to communicate with Students. Students are responsible for reading all official communications delivered to their University email address and are advised to check their email regularly for University communications, including those from the Office of Student Conduct.

VI. STANDARD OF EVIDENCE

The preponderance of the evidence standard will be used to determine responsibility for *Code* violations. Preponderance of the evidence means that based on the totality of the information presented, it is more likely than not that the violation occurred. Sanctions are imposed according to the nature and severity of the violation.

VII. PROHIBITED CONDUCT

This list of “Prohibited Conduct” is provided to inform Students, Student Groups, and Student Organizations of behaviors that are not permitted. The list should be read broadly and is not designed to define Prohibited Conduct in exhaustive terms. Attempts to commit acts prohibited by this *Code* may be reviewed and sanctioned to the same extent as completed violations.

A. Offenses Against Persons

1. Intentionally or recklessly causing physical harm to any person, or intentionally or recklessly causing reasonable expectation of such harm.
2. Engaging in hazing activities as prohibited by [V-1.00\(K\) University of Maryland Policy and Procedures on Hazing](#).
3. Intentionally and substantially interfering with the lawful freedom of expression of others. (Demonstrations, rallies, [leafleting](#), and equivalent activity are addressed by [VI-4.10\(A\) University of Maryland Policy and Procedures for the Use of Facilities and Outdoor Spaces, Appendix A: Guidelines for Expressive Activity](#).)

B. Alcohol and Other Drug Offenses

“Controlled substance” and “illegal drugs” are defined by Maryland and federal law.

1. Unauthorized distribution of any controlled substance or illegal drug, or the production, manufacture, or possession of any controlled substance or illegal drug for purposes of unauthorized distribution.
2. Unauthorized use, production, manufacture, or possession of any controlled substance or illegal drug.
3. Providing alcohol or alcoholic beverages to a person under the legal age of consumption or possession.
4. The illegal or unauthorized consumption, possession, or sale of alcohol or alcoholic beverages.
5. Operating a motor vehicle while intoxicated or impaired by alcohol or other drugs.

C. Property Offenses

1. Theft of property, services, or resources, or the unauthorized use of services to which one is not entitled.
2. Knowingly possessing stolen property.
3. Intentionally or recklessly destroying, damaging, vandalizing, tampering with, or defacing University property or the property of others.
4. Trespassing on or the unauthorized use of facilities, property, or resources.

D. Community Offenses

1. Unauthorized on-campus or illegal off-campus use, possession, or storage of any weapon or explosive. The term “weapon” includes any object or substance designed to inflict a wound, cause injury, or incapacitate, including, but not limited to, all firearms, pellet guns, switchblade knives, and knives with blades five (5) or more inches in length.

2. Intentionally initiating or causing any false report, warning, or threat of fire, explosion, or other emergencies.
 3. Rioting, assault, theft, vandalism, fire setting, or other serious misconduct
 - a) related to a University-sponsored event, occurring on- or off-campus, that results in harm to persons or property; or
 - b) which otherwise poses a threat to the stability of the campus or campus community.
 Such conduct may result in disciplinary action regardless of the existence, status, or outcome of any criminal charges in a court of law.
 4. Engaging in disorderly or disruptive action that interferes with University or community activities, including but not limited to studying, teaching, research, and University administration.
 5. Intentionally or recklessly misusing or damaging fire safety equipment.
 6. Unauthorized setting of fires on University premises.
 7. Unauthorized use or possession of fireworks.
 8. Public urination or defecation.
- E. Offenses Against University Operations
1. Intentionally furnishing false information to the University or law enforcement officials acting in performance of their duties.
 2. Making, possessing, providing, or using any forged, altered, or falsified University document.
 3. Failure to comply with a directive of University officials, including law enforcement officials, acting in the performance of their duties.
 4. Knowingly violating the terms of any Sanctions imposed in accordance with this *Code* or by the Office of Student Conduct in accordance with other University policies.
- F. Other Offenses
1. Conviction, a plea of no contest, acceptance of responsibility or acceptance of punishments in state or federal court for a crime (other than a minor traffic offense) not otherwise prohibited by this *Code*.
 2. Making, possessing, providing, or using any forged, altered, or falsified instrument of identification.
 3. Violation of published University regulations or policies that do not have governing resolution procedures, including but not limited to, use of vehicles, campus demonstrations, misuse of identification cards, acceptable use of technology resources, and access to University resources.
 4. Rules addressing conduct in the residence halls, whether or not such conduct is also subject to proceedings under such residence hall rules and procedures.

VIII. SANCTIONS

Students found responsible for Prohibited Conduct under this *Code* are subject to Sanctions. The aims of Sanctions are to protect the campus community, deter future offenses, promote individual

accountability, and enhance ethical development. Reasonable efforts are made to educate and support Students in reaching their academic and personal goals while fostering a climate of accountability and responsibility for one's actions. However, the University is not designed nor equipped to rehabilitate or incapacitate persons who pose a substantial threat to themselves or others.

- A. The following Sanctions may be imposed by the Director of Student Conduct for violations of the *Code*:
1. Expulsion: permanent separation of the Student from the University. A permanent notation will appear on the Student's transcript. The Student may also be barred from University premises. (Expulsion requires administrative review and approval by the Dean of Students who may alter, defer, or withhold the Expulsion.)
 2. Suspension: separation of the Student from the University for a specified period of time. A permanent notation will appear on the Student's transcript. The Student shall not participate in any University-sponsored activity and may be barred from University premises during the period of Suspension. Suspended time will not count against any time limits required by the Graduate School for completion of a degree. (Suspension requires administrative review and approval by the Dean of Students who may alter, defer, or withhold the Suspension.)
 3. Disciplinary Probation: a designated period of time in which the Student may be prohibited from representing the University in any extracurricular activity or from running for or holding office in any Student Organization or University organization, or a Student Group or Student Organization may face restrictions. Additional restrictions or conditions may also be imposed.
 4. Disciplinary Warning: written notice to the Responding Party that further Prohibited Conduct may result in more severe disciplinary action.
 5. Educational Assignments: a sanction that may be imposed in addition to those specified above with the intent of providing the Responding Party with learning, assistive, or growth opportunities, as well as restoring any harm caused to the community. Alcohol or other drug education, research or reflective assignments, community service, values/ethics-based activities, or other sanctions may be assigned.
 6. Other Sanctions: other outcomes may be imposed in addition to those specified above. For example, responding Parties may be subject to temporary or permanent loss of housing in University-owned residence units, restrictions or denial of driving privileges for Prohibited Conduct involving the use or registration of motor vehicles, and/or other restrictions and sanctions as determined by the Director of Student Conduct. Responding Parties may also be required to pay fines or to make payments to the University or to other persons, groups, or organizations as restitution for damages incurred as a result of a violation of this *Code*. Student Groups or Student Organizations may be subject to social moratorium (prohibited from hosting, sponsoring, or attending events where alcohol is present), or other relevant restrictions and sanctions as determined by the Director of Student Conduct.

- B. Repeated or aggravated violations of any section of this *Code* may also result in Suspension or Expulsion in the imposition of lesser Sanctions as deemed appropriate.
- C. Consistent with [V-8.00 University System of Maryland Policy on Event-Related Student Misconduct](#), any decision to impose a sanction less than Suspension or Expulsion for event-related Prohibited Conduct as prohibited by Section VII.d.3 of this *Code* must be supported by written findings signed by the Vice President for Student Affairs. A Student suspended under this section shall not be admitted to any other institution in the University of Maryland System during the term of the Suspension. A Student expelled under this section shall not be admitted to any other institution in the University of Maryland System for at least one year from the effective date of the Expulsion.
- D. The University considers Prohibited Conduct motivated in whole or in part because of an individual or group characteristic or status, or the perception of an individual or group characteristic or status, protected by the University's non-discrimination policies to be an Aggravating Factor, which may subject the Responding Party to a more severe Sanction than would be imposed in the absence of such motivation.

IX. STUDENT CONDUCT REVIEW PROCESS

- A. This section provides general information and an overview of the Student Conduct Review Process. Not all cases are the same, and allegations differ in their severity and complexity. However, the Office of Student Conduct endeavors to treat similar facts and circumstances consistently.
- B. Certain conduct may constitute both a violation of law and a violation of this *Code*. Therefore, Students may be accountable to both criminal authorities and the University as a result of the same conduct or incident. The University's Student Conduct Review Process differs from legal civil or criminal proceedings. Disciplinary action at the University will normally move forward before or during criminal proceedings, and will not be subject to challenge on the grounds that criminal charges involving the same incident have been dismissed or reduced.

The same conduct may also result in civil litigation. Civil litigation is separate and independent from any University process under this *Code*, and the resolution of any civil legal action that does not involve the University by settlement or other means will not resolve a University action for violation of the *Code*.

C. Referral

- 1. Anyone may refer a Student, Student Group, or Student Organization suspected of violating this *Code* to the Office of Student Conduct. Written Referrals are preferred.

The Office of Student Conduct will review all Referrals for reasonable cause. This means the Office will review the allegations to determine whether allegations, if substantiated, would amount to Prohibited Conduct in violation of the *Code*. If the Office of Student Conduct determines that reasonable cause, the Reporting Party should expect to be a

participant and provide pertinent information in any future proceedings. In the absence of a determination that there is reasonable cause to proceed, the case may be dismissed.

2. There are no time restrictions on reporting potential *Code* violations to the Office of Student Conduct. However, individuals are encouraged to report incidents as soon as they occur so witnesses can be identified and important information and documents preserved, if there is a reasonable cause determination and the Office of Student Conduct determines to move forward.
3. A Reporting Party may remain anonymous; however, anonymity may limit the University's ability to investigate and respond to a Referral.
4. Retaliation against anyone for reporting an alleged violation of this *Code* is strictly prohibited, and persons who engage in retaliation will be considered for further disciplinary action.

D. Interim Measures

Based on the nature and circumstances of the Referral, the Director of Student Conduct, in consultation with appropriate University administrators, may authorize Interim Measures to ensure the safety and well-being of the parties and others in the University community, as appropriate, including but not limited to the following:

1. **Interim Suspension:** The Director of Student Conduct may suspend a Student for an interim period pending the resolution of disciplinary proceedings. This Interim Suspension may become effective immediately without prior notice to the Student whenever there is evidence that the continued presence of the Student in the University community poses a significant threat to themselves or others, or to the stability and continuation of normal University operations. The Student will be offered an opportunity to meet with the Director of Student Conduct to review the reliability of the information within five (5) Days from the effective date of the Interim Suspension. However, there is no guarantee that the Student will be permitted to return to campus.
2. **Cease and Desist:** A Cease and Desist notice may be issued to Student Groups or Student Organizations whose continued operation poses a threat to the health and safety of the University community. Directives to Cease and Desist may be effective immediately without prior notice to the Student Group or Student Organization if there is evidence that the continued presence and operation of the Student Group or Student Organization poses a substantial threat to the health and safety of their members or others in the community (e.g., hazing allegation).
3. **No Contact Orders:** No Contact Orders may be implemented as an Interim Measure in accordance with Section IV of this *Code*.

E. Preliminary Interview

1. After determining reasonable cause exists, the Office of Student Conduct or the Office of Rights & Responsibilities will contact the Responding Party and request that they attend a Preliminary Interview. The purpose of the Preliminary Interview is to review the

allegations with the Responding Party and to assist the Responding Party in understanding the Student Conduct Process. Responding Parties may discuss the alleged incident during the Preliminary Interview; however, they are not required to do so. Relevant information shared in a Preliminary Interview may become part of the case file for future proceedings.

2. The officers, leaders, or any identifiable spokespersons for the Student Group or Student Organization may be directed by the Director of Student Conduct to act on the Student Group or Student Organization's behalf as the Responding Party.
3. The Director of Student Conduct may initiate, defer, or dismiss allegations of Prohibited Conduct against a Responding Party regardless of whether they choose to attend or discuss the alleged incident during the Preliminary Interview. A deferral of disciplinary proceedings may not exceed a period of ninety (90) days, and may be conditional.

F. Notice of Resolution Procedures

1. The Office of Student Conduct and/or Office of Rights and Responsibilities will review Referrals to determine whether the alleged Prohibited Conduct might result in Suspension or Expulsion from the University. Alleged Prohibited Conduct which results in or could have foreseeably resulted in significant injury to persons or damage to property, or which otherwise poses a substantial threat to the stability and continuation of normal University or University-sponsored activities, may result in a Student's Suspension or Expulsion.
2. The Office of Student Conduct will advise the Responding Party of the alleged Prohibited Conduct and the range of sanctions that might be imposed if the Responding Party is found responsible for the violation.
3. The Office of Student Conduct will advise the Responding Party of the Resolution Process options based on the alleged Prohibited Conduct.
 - a) Responding Parties who face potential Suspension, or Expulsion have the right to a hearing before the appropriate Student Conduct Board. The Responding Party may appeal a Student Conduct Board hearing outcome resulting in a determination of responsibility, regardless of the Sanction imposed.

Responding Parties who face potential Suspension, or Expulsion may waive their right to a Student Conduct Board hearing and proceed to have their case resolved in a Disciplinary Conference (or Disciplinary Conference Board, if referred thereto), or in Alternative Resolution if applicable. Responding Parties who waive their right to a Student Conduct Board hearing remain subject to the full range of Sanctions. The Responding Party may appeal the Disciplinary Conference or Disciplinary Conference Board outcome only if a Sanction of Expulsion, or Suspension is imposed.

- b) Responding Parties who do not face potential Suspension, or Expulsion do not have a right to a hearing before a Student Conduct Board. Such cases are resolved in a Disciplinary Conference (or Disciplinary Conference Board, if referred thereto), or

in Alternative Resolution if applicable. In these cases, all outcomes are considered final and may not be appealed.

G. Alternative Resolution Options

The Office of Student Conduct may develop Alternative Resolution options, which may include options such as restorative justice practices, mediation, or an informal resolution agreement. At the discretion of the Office of Student Conduct, the Responding Party may be permitted to have their case resolved in an Alternative Resolution option without participating in a formal resolution proceeding through a Disciplinary Conference, Disciplinary Conference Board, or Student Conduct Board.

If an Alternative Resolution option is utilized and resolves the matter, the Responding Party waives the right to appeal the outcome, including any agreement, if applicable.

X. DISCIPLINARY CONFERENCE AND DISCIPLINARY CONFERENCE BOARD

- A. A Disciplinary Conference is a resolution meeting between the Responding Party and the designee(s) assigned by the Director of Student Conduct who is (are) the matter. Responding Parties participating in Disciplinary Conferences receive the following procedural protections:
1. At least three (3) Days advance written notice of the alleged *Code* violation(s) and the scheduled Disciplinary Conference;
 2. Reasonable access to the case file prior to and during the Disciplinary Conference;
 3. An opportunity to respond to the allegations and bring forward any documentation, witnesses, or information on their behalf; and
 4. The option to be assisted by an Advocate or Advisor, and accompanied by a Support Person, of their choosing.
 5. The Responding Party will be notified in writing of the outcome, including any Sanction determination, if applicable. If an appeal is permissible pursuant to subparagraph (3) below, a brief written report of the responsibility determination and Sanction, including any Aggravating Factors or Mitigating Factors that were considered, will be provided.
- B. The Director of Student Conduct may refer complex or contested cases to a Disciplinary Conference Board for resolution. A Disciplinary Conference Board consists of two Students from the University Student Judiciary and a staff member from the Office of Student Conduct. All procedures applicable to Disciplinary Conferences will apply to Disciplinary Conference Board proceedings.

Following Disciplinary Conference Board proceedings, the Responding Party and the Office of Student Conduct will be notified in writing of the outcome, including any Sanction determination, if applicable. If an appeal is permissible pursuant to subparagraph (3) below, a brief written report of the responsibility determination and Sanction, including any Aggravating Factors or Mitigating Factors that were considered, will be provided.

C. Appeal

1. A Responding Party who is before a Disciplinary Conference (or Disciplinary Conference Board, if referred thereto) because they are not facing potential Suspension or, Expulsion and therefore do not have a right to a Student Conduct Board hearing, may not appeal the outcome of the Disciplinary Conference or Disciplinary Conference Board. The Disciplinary Conference or Disciplinary Conference Board outcome is final.
2. A Responding Party who is facing potential Suspension, or Expulsion and opts for a Disciplinary Conference (or Disciplinary Conference Board, if referred thereto) in lieu of a Student Conduct Board hearing, may appeal the Disciplinary Conference or Disciplinary Conference Board outcome only if a Sanction of Expulsion, or Suspension is imposed.
3. The Reporting Party cannot appeal the outcome.

XI. STUDENT CONDUCT BOARDS

In Student Conduct Board hearings, a designated panel of board members hears a case, determines facts, renders a decision, and recommends sanctions to the Office of Student Conduct. Student Conduct Boards have an integral role in the Student Conduct Review Process. The University Student Judiciary is a diverse group of Students specifically trained in the *Code* and matters related to the University's Student Conduct Board process. The University Student Judiciary operates under the direction of the Office of Student Conduct. Students selected for Student Conduct Boards are selected according to procedures developed by the Director of Student Conduct. Selected Students assume positions of responsibility in the University Student Judiciary for the express purpose of providing Student perspective as a part of the Student Conduct Review Process. Final authority for resolving matters under the *Code*, however, is vested in the Office of Student Conduct.

A. Types of Student Conduct Boards

1. Resident Board –A panel of three (3) Students from the University Student Judiciary and a non-voting Presiding Officer, that hears cases involving alleged violations of the *Code* when the incident occurs in or around the residence halls and/or on-campus University-affiliated housing owned by, leased from, operated in cooperation with, or supervised by the University.
 2. Central Board –A panel of three (3) Students of the University Student Judiciary and a non-voting Presiding Officer, that hears cases involving violations of this *Code* that are not referred to the Resident Board or resolved in a Disciplinary Conference or by a Disciplinary Conference Board.
 3. Ad-Hoc Board –A panel appointed at the discretion of the Director of Student Conduct when a Resident Board or the Central Board is unable to convene in a timely manner. An Ad-Hoc Board shall be comprised of three (3) members, one of whom may be the Presiding Officer who serves as a voting member, and include at least one Student.
- B. All Student Conduct Board hearings are facilitated by a Presiding Officer. The Presiding Officer is a member of the Board whose role is to exercise control over the proceedings for

the purpose of time management and an orderly completion of the hearing. The Presiding Officer may be a trained member of the University Student Judiciary or a staff designee as selected by the Director of Student Conduct. In cases of the Central or Resident Board, the Presiding Officer is a non-voting member. In cases where there is an Ad-Hoc Board, the Presiding Officer serves as a voting member.

- C. All Student Conduct Boards may be advised by a University staff member as designated by the Director of Student Conduct. A Board Advisor is a non-voting member of the Board and has all the privileges of Board members, including the ability to comment on questions of procedure and on the relevance of evidence, and will otherwise assist in the administration of the hearing.
- D. University Student Judiciary members alleged to have violated this *Code*, a University policy, or with a criminal offense may be suspended from their University Student Judiciary positions by the Director of Student Conduct while allegations are pending. Students found responsible for *Code* violations or convicted of criminal offenses may be removed from further participation in the University Student Judiciary by the Director. of Student Conduct. Additional grounds and procedures for removal may also be set forth in the bylaws of the University Student Judiciary

XII. STUDENT CONDUCT BOARD HEARING PROCEDURES

- A. The following procedural guidelines shall be applicable in Board hearings:
 - 1. Responding Parties shall receive written notice of the specific alleged policy violation(s) and a hearing date at least five (5) Days in advance of the hearing. Hearing dates are scheduled in consultation with the parties whenever possible.
 - 2. Responding Parties will have reasonable access to their case file maintained in the Office of Student Conduct prior to their hearing.
 - 3. Responding Parties who fail to appear at a hearing after proper notice will have a response of “no contest” to the allegations against them entered into the record on their behalf. An outcome determination may be made without the participation or presence of the Responding Party at a hearing.
 - 4. All hearings are closed to the public.
 - 5. Hearings may be recorded or transcribed by the Office of Student Conduct, and no other recordings will be permitted. Recordings and transcripts are maintained in the Office of Student Conduct for the purpose of permitting a review by appellate bodies and by staff members in the Office of Student Conduct.
 - 6. Prior to the start of a hearing, any party may challenge a Student Conduct Board member’s participation based on a potential conflict of interest. Board members may be disqualified due to a conflict of interest upon a majority vote of the remaining members of the Board conducted by secret ballot, or by the decision of the Director of Student Conduct. In the case of a tie among the remaining members of the Board, the issue will be referred to the Director of Student Conduct for decision.

7. Formal rules of evidence are not applicable to Student Conduct Board hearings. The Presiding Officer of each Student Conduct Board shall admit all evidence, meaning documents, other information, and witnesses, into consideration which reasonable persons would accept as relevant, significant, and important to the issues being decided in the case. Unnecessarily repetitious, irrelevant, or prejudicial information or witnesses may be excluded at the discretion of the Presiding Officer.
8. Responding Parties may be assisted by an Advisor and an Advocate, and accompanied by a Support Person.
9. Both parties will be provided an opportunity to question witnesses who provide information at hearings.
10. Student Conduct Board Deliberations
 - a) Student Conduct Board deliberations are private, and the parties are excluded.
 - b) Responsible or Not Responsible Determination
 - (1) The Student Conduct Board shall find the Responding Party not responsible for Prohibited Conduct if, by a majority vote of the Board members, the Student Conduct Board determines that there is not a preponderance of the evidence to support a conclusion that the Prohibited Conduct occurred. The Board will make an outcome determination that the Responding Party was found not responsible, and the matter is concluded.
 - (2) The Student Conduct Board shall find the Responding Party responsible for Prohibited Conduct if, by a majority vote of the Board members, the Student Conduct Board determines that the preponderance of the evidence supports a conclusion that the Prohibited Conduct occurred.
 - (3) The parties will be informed of the Student Conduct Board's determination of responsibility. If there is a finding of responsibility, the parties will be given an opportunity to submit documentation or make statements concerning appropriate Sanctions.
 - c) If there is a determination of responsibility, the Student Conduct Board shall hold a separate session to consider Sanction recommendations, during which it may consider Aggravating Factors and Mitigating Factors and documentation or statements provided by the parties. The past disciplinary record of the Responding Party will not be provided to the Student Conduct Board prior to a determination of responsibility but may be shared with the Student Conduct Board for its consideration for recommending a Sanction(s).
11. Final decisions of all Student Conduct Boards shall be by a majority vote of the members present and voting. A tie vote on a determination of responsibility for a *Code* violation will result in a finding of "not responsible."
12. Final decisions of all Student Conduct Boards, including the determination of responsibility and Sanction recommendation, if applicable, will be accompanied by a brief

written report provided to the Office of Student Conduct. The brief written report will include any Aggravating Factors or Mitigating Factors that were considered.

B. Final Outcome Notification

Based on the Student Conduct Board determining the Responding Party is responsible for Prohibited Conduct and consideration of the Board's Sanction recommendation, the Director of Student Conduct will impose an appropriate Sanction.

The Office of Student Conduct will notify the Responding Party in writing of the final outcome, including the imposed Sanction and a copy of the written report of the Student Conduct Board.

C. Appeal

1. A Responding Party who is found responsible by a Student Conduct Board may appeal the responsibility determination and imposed Sanction as provided in the Appeals section of this *Code*, regardless of the Sanction imposed.
2. The Reporting Party cannot appeal a final outcome determination.

D. Witnesses

1. The Presiding Officer of any Board may direct a witness to appear before the Board upon the request of any Student Conduct Board member, at the request of either party, or at the request of the Board Advisor. Directives for witnesses to appear must be approved by the Director of Student Conduct. University Students and employees are expected to comply with a request to appear before a Student Conduct Board unless compliance would result in significant and unavoidable personal hardship or substantial interference with normal University activities.
2. If a. the Director of Student Conduct determines that a fair hearing cannot be held without the testimony of a particular witness and after good faith attempts are made to notify the witness, if the witness either fails to or refuses to appear, the hearing will be postponed until the witness agrees to appear or the allegations will be dismissed.
 - a) A witness who is unable to attend the hearing, may submit a signed statement to the Office of Student Conduct prior to the hearing. Statements will not be admitted into the proceedings unless verified by the witness in the presence of a staff member in the Office of Student Conduct or a person designated by the Director of Student Conduct.
3. Witnesses will be asked to sign an 'Honesty Statement' affirming that the information they present during the hearing will be truthful and accurate. Students who knowingly provide false information may be presented with an alleged policy violation under this *Code*.
4. Prospective witnesses, other than the Responding Party and the Reporting Party, may be excluded from the hearing during the testimony of other witnesses.

5. Witnesses should expect to be questioned by the Reporting Party, Responding Party, the respective Advocates, and Board members (including Board Advisor, if applicable) during hearing proceedings.

XIII. APPEALS

Appeals are not intended to allow for a second review of the facts of the matter and determination whether the Responding Party is responsible for Prohibited Conduct. A review of the matter on appeal will be prompt and narrowly tailored to the stated Grounds for an Appeal outlined below. Mere dissatisfaction with the responsibility and sanction outcome is not a valid basis for appeal. In most cases, appeal reviews and considerations are confined to a review of the written record and the submissions in support of or against the appeal. In all matters, deference shall be given to the determinations of the Student Conduct Board, Disciplinary Conference Board, or Disciplinary Conference, as applicable.

A. Submission of an Appeal

1. A Responding Party may appeal the determination of responsibility and/or the Sanction imposed if:
 - a) The Responding Party had a hearing with a Student Conduct Board; or
 - b) The Responding Party had a Disciplinary Conference or Disciplinary Conference Board and received a Sanction of Suspension, or Expulsion-
2. An appeal must be submitted in writing within five (5) Days from the date of the Office of Student Conduct's written notice of the final outcome. Appeals submitted after five (5) Days shall be denied. At the discretion of the Director of Student Conduct, extensions may be granted with written permission in extenuating circumstances. The Director of Student Conduct has the discretion to defer the imposition of Sanctions pending any appeal.
3. If the Responding Party does not submit an appeal, the responsibility determination and Sanctions become final five (5) Days from the date of the Office of Student Conduct's written notice.

B. Grounds for an Appeal shall be limited to:

1. Substantial Procedural Error: Procedural errors or errors in interpretation of University policy that were so substantial as to effectively deny a Responding Party notice or a fair opportunity to be heard. Deviations from procedures that were not so substantial as to deny a Responding Party notice or a fair opportunity to be heard will not be a basis for granting an appeal.
2. Disproportionate Sanction: The Sanction is substantially disproportionate to the offense, which means it is far in excess of what is reasonable given the facts or the circumstances of the violation.
3. Arbitrary and Capricious: An arbitrary and capricious decision is a decision without a rational basis or that is not supported by any evidence in the record.
4. New Evidence: New and significant relevant information has become available which a reasonably diligent person could not have discovered before or during the original Student Conduct Board, Disciplinary Conference Board, or Disciplinary Conference proceeding.

- a) When the basis of the appeal is new evidence, the appellate body will determine whether the information is new and was unavailable at the time of the proceeding. If the appellate body determines that the information is not new and was available at the time, the appeal will be denied.
 - b) If the information is determined to be new and unavailable at the time of the proceeding, the appellate body will consider whether the new information could have changed the outcome of the original proceeding.
 - c) If it is determined that the outcome could have been impacted by the new evidence, the case will be sent back to the original Disciplinary Conference, Disciplinary Conference Board, or Student Conduct Board, as applicable, for further review.
5. Unanticipated Disparate Impact of the Sanction: The Sanction has an unanticipated disparate impact on a Responding Party that exceeded the intention of the imposed Sanction.
- C. Appeal Screening
1. Appeals will be screened by the Director Office of Student Conduct, and only those appeals that meet the Grounds for an Appeal provided in this *Code* will be forwarded to the appropriate appellate body for review.
 2. The Responding Party will have three (3) Days to correct an appeals submission if they are advised that the initial submission does not state sufficient Grounds for an Appeal.
- D. Response from the Office of Student Conduct
- E. Review of the Appeal
1. Appeals of decisions resulting in Suspension or Expulsion will be decided by the University Senate Student Conduct Committee Appellate Body, which is composed of three members from the Student Conduct Committee including at least one Student.
 2. Appeals of decisions resulting in sanctions other than Suspension or Expulsion will be decided by the Appellate Board, which is a branch of the University Student Judiciary composed of three Students.
- F. The appellate body will consider the appeal and may:
1. Affirm the Decision and the Sanction outcome(s) imposed;
 2. Affirm the Decision and reduce, but not eliminate, the Sanction outcome(s) imposed;
 3. Remand the case to a new Disciplinary Conference, Disciplinary Conference Board, or Student Conduct Board, if there was substantial procedural error;
 4. Remand the case to the original Disciplinary Conference, Disciplinary Conference Board, or Student Conduct Board in accordance with procedures outlined under “New Evidence”;
or
 5. Dismiss the case if the decision is determined to be arbitrary and capricious.
- G. Sanctions of Expulsions or Suspensions affirmed by the Senate Student Conduct Committee Appellate Body require administrative review and approval by the Dean of Students who may alter, defer, or withhold the Expulsion or Suspension. Sanctions other than Expulsions or

Suspensions affirmed by the Appellate Board require administrative review and approval by the Director of Student Conduct who may alter, defer or withhold the Sanction.

XIV. DISCIPLINARY RECORDS

- A. Students, Student Groups, and Student Organizations found responsible for violations of this *Code* will have a disciplinary record. Disciplinary records are maintained by the Office of Student Conduct for a period of three (3) years from the date of the letter providing notice of the final outcome and disciplinary action. Disciplinary records may be retained for longer periods of time or permanently, if specified in the Sanction. Disciplinary records of Students, Student Groups, and Student Organizations with a sanction of Suspension or Expulsion will be retained permanently unless otherwise specified.
- B. Students may petition the Office of Student Conduct to void their disciplinary record early, for good cause. Students are eligible to petition to void their disciplinary record six (6) months from the date of the letter providing notice of final disciplinary action if the following criteria are met:
 - 1. all Sanctions have been satisfactorily completed; and
 - 2. the Student must not have any new or pending disciplinary issues.
- C. Factors to be considered in review of such petitions include but are not limited to:
 - 1. Review and assessment of a completed submission of a “Petition to Void Disciplinary Record,” which should include the Student’s learning and growth since the time of the incident;
 - 2. the conduct of the Student subsequent to the Prohibited Conduct; and
 - 3. the nature of the Prohibited Conduct and the severity of any resulting damage, injury, or harm.
- D. Disciplinary records retained for less than ninety (90) calendar days or designated as “permanent” shall not be voided without unusual and compelling justification.
- E. Denials of petitions to void disciplinary records can be appealed to the Senate Student Conduct Committee Appellate Body, which will consider the appeal using the Grounds for an Appeal outlined in the Appeals section of this *Code*. Such an appeal must be submitted in writing within five (5) Days from the date of the letter providing notice of the original denial of the petition.
- F. In situations with unusual and compelling justification, the Director of Student Conduct has discretionary authority to alter, defer, or withhold a Sanction that has been previously imposed pursuant to the provisions of this *Code*, except the Director may not impose a stricter Sanction than was previously imposed pursuant to this authority. The Director of Student Conduct shall consult with the Dean of Students in cases of Suspension or Expulsion and may consult with other University administrators as appropriate in all cases. There shall be no right to appeal a denial of a request to alter, defer, or withhold a Sanction under this provision.



Revisions to the College of Agriculture & Natural Resources Plan of Organization

PRESENTED BY Gene Ferrick, Chair

REVIEW DATES SEC – January 23, 2024 | SENATE – February 6, 2024

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

RECOMMENDATION(S)

The ERG Committee recommends that the Senate approve the revised Plan of Organization for the College of Agriculture & Natural Resources (AGNR).

COMMITTEE WORK

AGNR submitted minor revisions to its Plan of Organization to the University Senate for review in May 2023. The ERG Committee considered the revisions to the AGNR Plan of Organization.

Article 11 of the Plan of Organization for Shared Governance provides provisions for the review of College, School, and the Library Plans of Organization every ten years. A provision in the Bylaws of the University Senate, Appendix 7, Procedures for Review of College and School Plans of Organization, Section 3 states, "During the initial implementation of a recently approved Plan of Organization, a College, School, or the Library may submit additional minimal or technical amendments to the Senate within one year of final approval by the University President. These revisions will undergo an expedited review process by the Senate ERG Committee, and by the Faculty Affairs Committee if appropriate. The committee(s) shall review only those amendments submitted by the College, School, or the Library, and shall not conduct a full review of the Plan."

Based on the provision of the Bylaws of the University Senate, the ERG Committee proceeded with a focused review of the proposed AGNR Plan of Organization revisions. The 10-year review cycle would not reset based on the current focused review, the next comprehensive AGNR Plan of Organization review should occur in 2032.

An AGNR representative explained the revisions were made to address implementation issues that arose when AGNR initially convened the Diversity, Equity, Inclusion, and Respect (DEIR) Council. The revisions to the DEIR Council were needed to enable it to function more effectively. The ERG Committee members agreed the changes only applied to the DEIR Council. The revisions clarified the total faculty members on the DEIR Council and clarified that the Maryland Agricultural Experiment Station (MAES) DEIR member could be either a faculty or staff member.

The ERG Committee reviewed the revisions and voted to approve the revised AGNR Plan on October 13, 2023 and by an email vote concluding on December 21, 2023.

AGNR's College Assembly approved the revisions to its Plan of Organization in a vote that concluded on November 27, 2023.

ALTERNATIVES

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

RISKS

There are no risks to the University in adopting the revised Plan of Organization.

FINANCIAL IMPLICATIONS

There are no known financial implications.



Revisions to the College of Agriculture & Natural Resources Plan of Organization

2023-2024 Committee Members

Gene Ferrick (Chair)

Paul Brown (Faculty)

Mark Coulbourne (Faculty)

Jon Crocker (Faculty)

Jenna Dimaggio (Undergraduate Student)

Orna Garnett (Ex-Officio-Director of HR Rep)

Soomin Kim (Undergraduate Student)

Lian Kish (Exempt Staff)

Serena Mlawsky (Graduate Student)

Polly O'Rourke (Faculty)

Abdulazeez Olukose (Graduate Student)

Pamela Phillips (Ex-Officio Associate VP IRPA Rep)

Hilary Thompson (Faculty)

Kenneth Werre (Non-Exempt Staff)

Date of Submission

January 12, 2024

BACKGROUND

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

The College of Agriculture & Natural Resources (AGNR) submitted minor revisions to its Plan of Organization to the University Senate for review in May 2023.

COMMITTEE WORK

The ERG Committee reviewed the revisions to the AGNR Plan of Organization noting that they were minimal and applied only to the Diversity, Equity, Inclusion, and Respect (DEIR) Council. The Plan of Organization has not been revised since it obtained UMD Presidential approval in December 2022.

Article 11 of the Plan of Organization for Shared Governance provides provisions for the review of College, School, and Library Plans of Organization every ten years. A provision in the Bylaws of the University Senate, Appendix 7, Procedures for Review of College and School Plans of Organization, Section 3 states, "During the initial implementation of a recently approved Plan of Organization, a College, School, or the Library may submit additional minimal or technical amendments to the Senate within one year of final approval by the University President. These revisions will undergo an expedited review process by the Senate ERG Committee, and by the Faculty Affairs Committee if appropriate. The committee(s) shall review only those amendments submitted by the College, School, or the Library, and shall not conduct a full review of the Plan."

Based on the provision of the Bylaws of the University Senate the ERG Committee conducted a focused review on the proposed non-substantive and minor revisions, as opposed to a comprehensive review of the Plan and its associated policies. The 10-year review cycle would not reset based on the current focused review. The ERG Committee agreed that the next AGNR Plan of Organization review should occur in 2032.

The ERG Committee considered the revisions to the AGNR Plan of Organization that focused on the DEIR Council. An AGNR representative explained the revisions were made to address implementation issues that arose when AGNR initially convened the DEIR Council. The DEIR Council was a new council created when AGNR completed its most recent comprehensive Plan of Organization review in 2022. The revisions to the DEIR Council provided clarification to enable the DEIR Council to function more effectively. The ERG Committee members agreed that the changes only applied to the DEIR Council. A change was made for a more inclusive tenure-track faculty membership composition by allowing tenure-track faculty to be included instead of just tenured faculty. The revisions clarified the total faculty members on the DEIR Council for tenure-track faculty and professional track faculty, and clarified that the Maryland Agricultural Experiment Station (MAES) DEIR member could be either a faculty or staff member.

The ERG Committee reviewed the revisions, and voted to approve the revised AGNR Plan of Organization at its meeting on October 13, 2023 and by an email vote that concluded on December 21, 2023.

The AGNR College Assembly approved the revisions to its Plan of Organization in a vote that concluded on November 27, 2023.

RECOMMENDATIONS

The Elections, Representation, & Governance Committee recommends that the Senate approve the revised AGNR Plan of Organization as shown immediately following this report.

APPENDICES

Appendix 1 — 2022 College of Agriculture & Natural Resources Plan of Organization

Proposed Revisions: New Text in Blue/Bold (**example**), Removed Text in Red/Strikeout (~~example~~), Moved Text in Green/Bold (**example/example**)



COLLEGE OF AGRICULTURE & NATURAL RESOURCES

Plan of Organization

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I. Purpose

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

II. Mission

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

III. Constituents of the College

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

1. Academic Units
 - a. Department of Agricultural and Resource Economics (AREC)
 - b. Department of Animal and Avian Sciences (ANSC)
 - c. Department of Environmental Science and Technology (ENST)
 - d. Department of Nutrition and Food Science (NFSC)
 - e. Department of Plant Science and Landscape Architecture (PSLA)
 - f. Institute for Applied Agriculture (IAA)
 - g. Department of Veterinary Medicine (VTMD)
2. University of Maryland Extension (UME)
3. Maryland Agricultural Experiment Station (MAES)
4. Maryland Campus of the Virginia-Maryland Regional College of Veterinary Medicine

- B. Faculty refers to all Tenured/Tenure-Track and Professional Track Faculty appointed in both on and off campus facilities in the College unless otherwise noted.
- C. Staff refers to all Exempt and Non-Exempt staff employed by the College in both on and off campus facilities in any of the Units listed above.

IV. Administration

- A. **Dean and Director.** The Dean is the Chief Executive Officer of AGNR. The Dean also serves as Director of UME and MAES.
 - 1. The Dean has overall responsibility for the College's facilities, budget, academic affairs, research operations, programs, operations, and personnel matters.
 - 2. The Dean has statewide responsibility for articulating the mission and goals of the College.
 - 3. The Dean is appointed by the authority of the President of the University of Maryland upon recommendation of the Senior Vice President and Provost, following a search involving substantial participation by faculty, staff, students, and constituents of the state.
- B. **Associate and Assistant Deans/Directors and Assistants to the Dean/Director.** The Dean may appoint Associate and Assistant Deans/Directors and Assistants to the Dean/Director who serve at the Dean's discretion.
 - 1. Associate or Assistant Deans/Directors may be appointed for each of the major responsibility areas including instruction, research, extension, and international programs. Each of these shall assist the Dean to administer College operations.
 - 2. Appointments shall be made with substantial input from College faculty, staff, and students, as appropriate. The Dean will follow all University procedures with regard to appointments and/or reappointments.
- C. **Unit Heads.** Each Unit of the College shall be administered by a Department Chair, Associate Director or Director. Unit Heads are responsible for their Unit's budget, program direction, and personnel matters, including recommendations for appointments, tenure, promotions, and salaries, in concert with procedures of the University. Each chair or Unit Head will be appointed by the Dean or their representative following a search process with substantial involvement of faculty, staff, students, and stakeholders of the unit as appropriate. All University procedures with regard to appointments will be followed.

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

1. Membership: All department chairpersons/associate deans/assistant deans, program leaders, program directors, and key academic/administrative leadership are members of the Council.
2. Meetings: Meetings of the Council shall be called by the Dean at least twice a year.

V. College Councils

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

1. **Mission.** The AGNR Diversity Council's mission is to effectuate the College's DEIR plan to improve diversity, inclusion, and equality within the college community by promoting dialogue, providing information, and fostering respect for all students, faculty, and staff, and AGNR clientele. In carrying out its mission, the council chair will report to the Dean of AGNR. Specifically, the Council works to:
 - a. Fully effectuate and support the College's four DEIR goals and four College-level initiatives and modify the DEIR plan, as needed;
 - b. Review AGNR's unit DEIR plans and provide input;
 - c. Comment on policy-related issues, including ways in which current policy strengthens or detracts from the diversity of the composition of the faculty, staff, student body, and eligible clientele; and
 - d. Present recommendations to the Dean that include strategies, individuals responsible for specific actions, timelines for implementation, and measurable outcomes that reflect continuous improvement of College climate and identify methods that "move the needle" on diversity, equity, and inclusion, and foster respect for AGNR clientele, faculty, staff, and students.
2. **Representation.** The Council will reflect the broad diversity of the College's faculty, staff, and students. Individuals will be selected so that the unique differences within the College bring about a Council that supports individual and collective achievements to create an environment that is both respectful of these differences and inclusive of all.
3. **Membership.** The AGNR DEIR Council shall have the following members (~~23~~-24 voting members and 2 ex-officio).

- a. The constituencies represented are:
 - i. Faculty
 - (a) Tenured/Tenure-Track (TTK **total of 8**) Faculty: one representative from each of AGNR's Academic Units (six)⁴ and ~~two~~ representatives from UME.
 - (b) Professional Track Faculty (PTK **total of 5**): three representatives from on-campus Units, including one from the IAA and ~~two~~ from UME.
 - ~~(c) — MAES (one)~~
 - ii. MAES (**one faculty or staff member**)
 - iii. Exempt Staff members (two)
 - iv. Non-Exempt Staff members (two)
 - v. Graduate Student members (two)
 - vi. Undergraduate Student members (two)
 - vii. IAA Student (one)
 - viii. Assistant Dean for Academic Programs
 - ix. Associate Chair (appointed by the Dean): Academic Chair/Associate Dean/Associate Dean and Director
 - x. Non-Voting Ex-officio: Director Human Resources Management and Compliance Programs/Equity Administrator (Chair of Survey Committee)
 - xi. Non-Voting Ex-officio: AGNR Diversity Officer
- b. Members to the AGNR DEIR Council will be elected by their respective unit or representative group for a three-year term and may be re-elected for up to two consecutive terms. Faculty (TTK and PTK) members representing Academic Units, UME, and IAA will be elected by their respective unit. Units are strongly encouraged to seek input from their unit-level DEIR committees/councils, where appropriate.
- c. The Dean will appoint the member representing MAES based on input from the Associate Dean of MAES. The Assistant Dean for Academic

~~⁴-Agricultural and Resources Economics, Animal and Avian Sciences, Environmental Science and Technology, Nutrition and Food Science, Plant and Landscape Architecture, and Veterinary Medicine.~~

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

- d. The two on-campus PTK faculty representatives, the two exempt staff representatives, and the two non-exempt staff representatives shall be elected from a **college wide** election conducted by the Dean's Office. Members of the College community may nominate individuals to represent exempt or non-exempt staff by sending a nomination letter to the Office of the Dean. Individuals interested in serving may also self-nominate by sending a letter of interest to the Office of the Dean with the support of their respective supervisor.
 - e. The Director of Human Resources Management and Compliance Programs/Equity Administrator, and the AGNR Diversity Officer are permanent staff members of the Council. They will serve as subject matter advisors and provide support to the Council.
4. **Leadership.** The DEIR Council **Executive Committee leadership** will consist of four members of the Council;
- a. The Council Chair (TTK faculty);
 - i. The Chair will be elected by the members of the Council.
 - ii. The Chair will serve a two-year term and may serve no more than two consecutive terms.
 - b. An Associate Chair;
 - i. The Associate Chair **will be** ~~is~~-appointed by the Dean and must be an Associate Dean or Associate Dean/Director or Academic Unit Head.
 - ii. The Associate Chair will serve a one two-year term and may be re-appointed by the Dean for one additional year.
 - c. A Faculty Member (TTK or PTK); and
 - i. The Faculty Member will be elected by the members of the Council.
 - ii. The Faculty Member will serve a two-year term and may serve no more than two consecutive terms.
 - d. The AGNR Diversity Officer shall serve as a permanent ex-officio on the Council **Executive Committee**.

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

5. **Quorum.** A quorum of ~~15 of the 23~~ **60% of the current** voting members of the Council must be present (in-person or via telephone or video link) in order to conduct business. At least one of the two ex-officio members should be present to conduct official business.

6. **DEIR Committees**

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

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

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

d. **DEIR Plan Committee: Approve unit and department DEIR plans annually for compliance with college DEIR goals and monitor for progress and oversee the coordination of the DEIR Council annual report to the Dean.**

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

~~i. Frequency of meetings~~

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

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

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

7. **Frequency of meetings**

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

- a. **The committees of the Council will meet as needed to conduct their business**
- b. **Annual Report summarizing activities, outcomes, recommendations and goals for the following year will be submitted to the Dean each year by the first Tuesday in May.**

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

- a. Membership: The membership will be determined by the Dean with input from College unit heads, associate deans, faculty, and staff, and will include representation from a variety of stakeholders of the College.
- b. Organization: Members will serve for a period of three (3) years and may be extended at the discretion of the Dean.
- c. Meetings: The DGLC will meet with the Dean a minimum of two (2) times per year. Special meetings may be called by the Dean.

VI. Shared Governance Structure and Organization

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

A. Faculty Advisory Council

1. Purpose: The Faculty Advisory Council (FAC) is the chief body of shared governance in AGNR. The business of the FAC shall be consistent with the Policy of Shared Governance in the University System of Maryland (I-6.00) and the Plan of Organization for Shared Governance at the University of Maryland, College Park.
 - a. The FAC will provide input to the Dean on matters including, but not limited to, strategic planning, administrative staffing, facilities use and planning, and the annual budget of the College.
 - b. The Dean, Chair, or Director shall provide a report of the Unit's expenditures of the prior fiscal year to the FAC.
 - c. The FAC will be responsible for the systematic review and approval of this College Plan of Organization.
 - d. The FAC shall also serve as a Committee on Committees for the College to:

- i. Nominate a slate of candidates for service on all committees of the College; and
 - ii. Provide a slate of candidates from within the College from which administrators above the Department or Academic Program level may appoint representatives to bodies in order to participate in the search, nomination, and review of administrators within the College.
- 2. Membership. Membership on the FAC shall include AGNR faculty who are on the College Park campus and in extension offices as follows:
 - a. Elected faculty Senators (TTK and PTK) of the College; and
 - b. One additional faculty (TTK or PTK) representative elected from each College Unit.
 - c. Two staff members (one exempt and one non-exempt) elected from the Staff Advisory Council (SAC);
 - d. One undergraduate student member elected from the Dean's Undergraduate Student Advisory Council (DUSAC); and
 - e. One graduate student member elected from the Dean's Graduate Student Advisory Council (DGSAC).
 - f. Members elected by the University Senate election process shall have terms that coincide with their terms on the Senate and all other members shall serve a one-year term with eligibility for re-election for up to two additional years that total three consecutive years.
- 3. Organization: At the first meeting of an academic year, Council members shall elect a Chair, Vice Chair, and Secretary from within the Council's membership. Officers shall serve a one-year term and can be re-elected two times for a total of three years of service.
- 4. Meetings: The Council will meet twice a semester. A quorum shall be a simple majority of the members. Special meetings may be called by the Council Chair or by the Dean.

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

- 1. Purpose: The DUSAC will represent the College's undergraduate student body to the Dean and provide input on College and department policies and procedures.
 - a. They will facilitate dialogue and relationship building among students, staff, faculty, and alumni.

- b. The DUSAC will listen to student concerns and advocate on their behalf to the Dean's Office and the Academic Programs Office to support an equitable, accessible, and high-quality academic experience for all students of the College.
 - c. The DUSAC will serve to unite the AGNR student body for professional and social events and causes, and is committed to fulfilling its responsibilities of abiding by the University's policies.
2. Membership: The DUSAC shall be composed of the following voting members elected each academic year:
- a. One (1) representative from each Academic Department including the IAA and the Environmental Science and Policy program.
 - b. One (1) member representing the AGNR Peer Mentor program.
 - c. One (1) member representing the AGNR Ambassador program.
 - d. One (1) member representing the AGNR Student Council.
 - e. One (1) member representing AGNR's China 2+2 Program.
 - f. One (1) member representing MANRRS.
 - g. Two (2) At-Large members elected from the entire undergraduate student body.
3. Organization & Executive Board
- a. Organization: Membership shall be limited to current undergraduate students at the University of Maryland, College Park and AGNR. The Organization will meet once per semester with the Dean of the College.
 - b. Executive Board: The DUSAC will be managed by an Executive Board that will be elected annually by the membership. They will be responsible for the finances, activities, scheduling, and general management of the DUSAC as a whole.
 - i. The Executive Board will consist of at least three (3) nominated and elected members currently serving on the DUSAC.
 - ii. The roles and responsibilities of the Executive Board members are outlined in the DUSAC Bylaws.
 - iii. The Executive Board will be elected once per year by a majority vote of the DUSAC.
4. Meetings

- a. The DUSAC will hold meetings at least once a month during the academic year. The schedule will be established at the beginning of each semester.
- b. A quorum will be a simple majority of the members.
- c. The DUSAC meetings will follow “Robert’s Rules of Order for Small Committees.”

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

1. Membership: The Dean’s Graduate Student Advisory Council (DGSAC) shall be composed of at least one voting representative from each of the College’s academic departments that offers graduate degrees, and at least three but no more than five At-Large voting members. The representatives will be elected by each department each academic year. At-large members will be nominated by the units and elected in a College-wide election process.
2. Functions and Responsibilities:
 - a. Advise the Dean and provide a forum for the exchange of information and discussion of matters pertinent to the graduate experience in the College.
 - b. Coordinate programs among the students, faculty, and alumni.
 - c. Evaluate University, College, and department information and policies.
 - d. Hear student’s concerns and be the voice of the College’s graduate student population to the Dean’s Office and Departmental Graduate Program Offices.
 - e. Facilitate relationships between departments, faculty, staff, students, and alumni and the Office of the Dean, and to foster a sense of community in the College.
 - f. Educate students on academic policies and procedures.
 - g. Assess DGSAC initiatives and find ways to promote its mission and purpose.
3. Officers: The officers of DGSAC shall be the Chair and other officers as specified in the DGSAC constitution. The officers shall be elected annually by a majority vote of the members of DGSAC.
4. Meetings and Notices:
 - a. Meetings shall be held at least monthly during the academic year at a time and place designated by the officers of DGSAC. In order to conduct

business a quorum as defined by a simple majority of the members will be required.

- b. Minutes shall be distributed after each meeting.
 - c. Notices of regular meetings shall be sent to all DGSAC members on a regular basis. A summary of DGSAC activities email shall be distributed periodically to all AGNR graduate students and posted on the DGSAC website.
5. Committees: The officers of DGSAC may constitute standing and ad-hoc committees as deemed necessary.

D. Staff Advisory Council (SAC)

1. Purpose: To function as an advisory board to the Dean of AGNR, and to provide a mechanism for input on issues and concerns of campus and non-campus staff.
2. Membership: SAC Membership shall consist of one representative elected from the exempt and non-exempt staff from each of the following units: AREC, ANSC, ENST, IAA, NFSC, PSLA, and VTMD; and two representatives elected from the exempt and non-exempt staff from both MAES and UME.
3. Elections for representatives will occur each fall, in November.
 - a. Should the elections for representatives include no Exempt or no Non-Exempt Staff from AREC, ANSC, ENST, IAA, NFSC, PSLA, and VTMD as a group, a separate nomination and election process will be held for a single At-Large representative elected from the un-represented staff category(Exempt or Non-Exempt) collectively in the units without representation.
 - b. Similarly, should the elections result in no Exempt or no Non-Exempt staff representatives from MAES and UME as a group, a separate nomination and election process will be held for a single At-Large representative elected from the un-represented staff category (Exempt or Non-Exempt) in those units together.
4. Organization:
 - a. Elections will be held in each department/unit to select its representative(s). Terms of membership will be for two (2) years, beginning January 1 of the calendar year following election to SAC and may be re-elected with no term limits.

- b. Whenever a mid-term vacancy occurs on SAC, it will be filled through a special election to complete the remainder of the term.
 - c. The Chair will be elected by SAC to call and preside over SAC meetings, and maintain communication with the Dean regarding SAC activities and issues needing attention.
 - d. The Co-Chair will be elected by SAC to provide written notice of SAC meetings to all members, and assume the duties of the Chair in their absence.
 - e. The Chair and Co-Chair shall be elected from the SAC membership at the last quarterly meeting of the calendar year.
 - f. Committees may be assembled by the Chair, Co-Chair, or Dean of AGNR for specific purposes with specified completion dates.
5. Meetings: The SAC will meet with the Dean a minimum of three (3) times per year.
- a. A quorum is a simple majority of members, which will be required in order to conduct business.
 - b. Special meetings may be called by the Dean or the Chair of SAC.
 - c. Written notice of meetings shall be provided to all members of SAC.

E. College Assembly

1. Purpose: The purpose of the Assembly is to foster involvement of faculty, staff, and students in College affairs.
 - a. The Dean shall report to the Assembly.
 - b. The Assembly shall conduct the business of the College, as needed, and stand as the forum for recognition of College personnel achievements.
2. Membership: All faculty and staff members shall belong to the Assembly. Undergraduate students serving on the DUSAC and Graduate Students serving on the DGSAC will also be included and will be invited to attend the Assembly.
3. Meetings: There shall be at least one Assembly meeting each academic year called by the Dean.
 - a. The Dean shall present a State of the College Address at one Assembly each year.
 - b. If formal business (e.g., a college-wide vote) is to be conducted, it will be

done in accordance with Robert's Rules of Order Newly Revised and a quorum will be considered as 1/3 of the Assembly membership.

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

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

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

1. Purpose
 - a. The APT Committee shall review and make recommendations to the Dean on TTK faculty appointments and promotions submitted by College Units.
 - b. The APT Committee will advise the Dean on procedural and policy matters related to appointments, promotions, and tenure of TTK Faculty.
 - i. Policies and procedures recommended by the APT Committee shall at all times conform to approved University policies.
 - ii. Specific policies of the College process shall be written and made readily available to all interested parties.
2. Membership
 - a. The APT Committee shall consist of 8 total members with one (1) Full Professor member from each College Unit granting tenure (6) and two (2) Principal Agent members from UME.
 - b. Committee members will serve 3-year terms that are staggered.
 - c. The College APT Committee shall elect one of its members to serve as its Chair. An alternate Chair shall be elected to serve during consideration of cases from the Chair's Unit.
 - d. The Dean shall serve as a non-voting ex-officio on the APT Committee.
3. Voting: Committee members are all voting members, but will not vote on cases from their own Unit.
4. The composition and procedures of the College APT Committee are defined in the College APT Policy in Appendix 2.

B. Professional Track (PTK) Faculty Committee

1. Purpose
 - a. The PTK Faculty Committee shall review and make recommendations to the Dean on PTK Faculty promotions submitted by College Units.
 - b. The PTK Faculty Committee will be responsible for developing and approving policies and procedures on matters related to PTK Faculty promotions.
 - i. Policies and procedures established by the PTK Faculty Committee shall at all times conform to approved University policies and guidelines.
 - ii. Specific PTK policies that outline the College process shall be written and made readily available to all interested parties, and are attached as Appendix 3 of this Plan.
2. Membership
 - a. The PTK Faculty Committee shall consist of a minimum of three (3) PTK Faculty from the College who hold ranks at or above that of the promotion candidate(s).
 - b. The PTK Faculty Committee will elect its own Chair from within its membership.
 - c. Committee members will serve one (1) year terms, with renewal at the discretion of the Dean.
3. Voting: Committee members may not vote on candidate(s) from their own Units.
4. The composition and procedures of the College PTK Faculty Committee are defined in the College AEP Policy.

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

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

graduate programs.

3. The Committee shall be especially concerned with the thoroughness and soundness of all proposals, with their role in meeting the mission of the College or University, the need for the proposal, its effect on available resources, appropriateness of the sponsoring group, and conformity with existing regulations.
4. Membership: The PCC Committee shall consist of one (1) faculty member (TTK or PTK) elected from each Academic Unit within the College, with the exception of the IAA.
 - a. The IAA will have a representative with full voice but will vote only on matters pertaining to the courses and curricula of the IAA that progress through the Senate PCC Committee and VPAC.
 - b. Members will be elected from their units for three (3) year terms based on their unit's Plan of Organization.
 - c. The Associate Dean for Academic Programs shall serve as an ex-officio member of the PCC Committee.
5. Organization: The Chair of the PCC Committee will be elected from within its membership and by its members each year and will serve for that academic year. The Chair may be re-elected for up to two more consecutive terms.
6. Meetings: Meetings will be held monthly or as needed to complete the PCC Committee's charges in a timely manner.
7. A quorum of greater than 50% of voting members must be present in order for business to be conducted.

VIII. Unit Plans of Organization

- A. Each Unit of the College shall establish a Plan of Organization.
- B. Unit Plans of Organization shall conform to both the College and the University's Plan of Organization.
- C. Unit Plans will be reviewed internally by the FAC at least every ten (10) years or following any revision of the College Plan of Organization.

IX. College Senators

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

1. Election of TTK Faculty Senators. The TTK Faculty Senator elections shall be conducted within each Unit as specified in their Plans of Organization.
 - a. All TTK faculty in each Unit conducting elections are eligible to nominate colleagues to fill the Unit's Senate seat, as well as the College's At-Large Senate seat(s).
 - b. The At-Large seats will be elected by all TTK faculty in the entire College.
 - c. Units shall make every effort to ensure that every eligible TTK faculty member has the opportunity to submit nominations.
 - d. For the purposes of apportionment, all Units, Academic and Non-Academic, shall be treated alike, with the exception of UME.
 - e. TTK Faculty Senators shall be elected from each Unit and At-Large.
 - f. Each Unit shall have no more than one (1) TTK Faculty Senator representing that unit solely, with the exception of UME that has three (3) Senators. Additional representative(s) will be elected At-Large from the College.
 - g. Faculty Senators will serve a term of three (3) years.
 - h. Elections for the upcoming academic year shall ordinarily conclude by February 1 to ensure that newly elected Senators are eligible to run for elected committees and councils of the University Senate.
 - i. Replacement Senators, whether temporary or for the remainder of a term, will be elected using the same procedures as are used for regular elections.
2. Election of PTK Faculty Senators. PTK Faculty Senators will be elected following the same procedures as the TTK Faculty Senators and will be elected, one (1) from UME, one (1) from the IAA due to the number of PTK Faculty positions held by those units. The additional representative(s) will be elected At-Large from the College.
3. Election of AGNR Graduate and Undergraduate Student Senators.
 - a. Eligibility requirements, the apportionment of student Senator seats, and terms lengths for student Senators are defined in the UMD Plan.
 - b. The University Senate Office runs the online candidacy and elections process for all student Senators.
 - c. All undergraduate students with a primary major in an academic program within AGNR and all graduate students in graduate programs within the

College will be encouraged to nominate themselves to run to be a student Senator.

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

X. Amendments

- A. Proposed amendments to this Plan of Organization should be presented in writing to the Chair of the FAC.
- B. The Chair shall schedule proposed amendments for discussion and action at a regular or special meeting of the College Assembly.
- C. The Chair shall notify faculty, staff, and students in the Assembly in advance of the meeting, through Unit Chairs or Directors, of the proposed amendment.
- D. An amendment shall be adopted with a majority assenting vote of those present at the Assembly meeting.

XI. Adoption.

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

XII. Review.

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

XIII. Appendices

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

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

I. Purpose

- A. The APT Committee shall review and make recommendations to the Dean on appointments and promotions submitted by College Units.
- B. The APT Committee will advise the Dean on procedural and policy matters related to appointments, promotions, and tenure of tenured/tenure-track (TTK) faculty.
 - 1. Policies and procedures recommended by the APT Committee shall at all times conform to the University's APT Policy and Guidelines.
 - 2. Specific policies of the College process shall be written and made readily available to all College faculty via email and posted on the College website.

II. Membership

- A. The APT Committee shall consist of 8 total members with one (1) Full Professor member from each College Unit granting tenure (6) and two (2) Principal Agent members from University of Maryland Extension (UME).
- B. Committee members will serve 3-year terms that are staggered.
- C. The College APT Committee shall elect one of its members to serve as its Chair for a 1-year term. An alternate Chair shall be elected to serve during consideration of cases from the Chair's Unit.
- D. Committee members will be nominated by Unit Heads of all Academic Units that grant tenure.
- E. Appointments to the Committee will be made by the Dean, in conformance with University policies regarding inclusiveness.
- F. The Dean shall be a non-voting ex-officio member of the Committee.
- G. Each year the Dean will provide the list of College APT Committee members to all College faculty.

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

IV. Meetings & Quorum

- A. The APT Committee will meet yearly to review annual PT packages, and at the discretion of the Dean and Committee Chair to review out-of-cycle APT cases.
- B. Meetings may be held virtually only if ordered by the Dean or with the permission of the Dean.
- C. All 8 Committee members must be present, in-person to constitute a quorum.
- D. Remote attendance will be permitted only in exceptional cases and requires the permission of the Dean.

V. Voting

- A. Committee members are all voting members but are not permitted to vote on cases from their own Unit.
- B. Absentee and/or Proxy voting is not permitted.

VI. Procedures

- A. The Committee will be charged by the University's Equity Officer, the Associate Provost for Faculty Affairs, and/or others designated by the Dean prior to or at the beginning of the initial meeting in which APT dossiers will be discussed.
- B. The Committee Chair will bring the case to the Committee upon receiving it from the Unit and will review the case to ensure it is complete. If significant questions arise during the Committee's review, or if there is a possibility of a negative recommendation,, the Chair of the Academic Unit or the designated spokesperson of the Unit-level committee shall have an opportunity to meet with the APT Committee to respond to any specific concerns or issues raised and provide any necessary clarification. The Committee shall provide them with a list of the Committee's general concerns about the candidate's case prior to the meeting.
- C. All matters brought before the Committee and all discussion will be held in strict confidence. Confidentiality of the proceedings will be strictly enforced.
- D. Discussion of appointment or promotion candidates will be focused around the Unit's appointment or promotion criteria and the standard APT dossier, as described in the University's APT Policy.
- E. In all cases, discussion, voting, procedures, and timelines will align with the University's APT Policy & Guidelines.
- F. Voting will occur by secret ballot.

- G. The Committee Chair will draft a letter that conveys the Committee's decision, the justification for its decision, and the results of the vote, which will be approved by the Committee before it is transmitted to the Dean.
- H. The Dean will make their own independent decision and recommendation and will transmit the dossier, the APT Committee's evaluation, and their independent recommendation to the Office of the Senior Vice President & Provost for further consideration. The Dean will subsequently inform the candidate of the decision. per University policy.

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

The College of Agriculture and Natural Resources

Policy on Appointment, Evaluation, and Promotion (AEP) of Professional Track

The UM Senate passed new guidelines for appointment, review and promotion of Professional Track (PTK) faculty¹. Schools and Colleges are required to amend existing policies, or create new policies for the appointment and promotion of PTK faculty in compliance with University policies. This document specifies procedures for the appointment, review and promotion of professional track faculty members in the College of Agriculture and Natural Resources and University of Maryland Extension (UME) who (1) have salaried appointments and (2) are neither tenured nor eligible for tenure. The College criteria for appointment, reappointment, and promotion of PTK faculty can be found, following approval, in the *AGNR Plan of Organization* <https://agnr.umd.edu/faculty-staff/agnr-plan-organization>.

I. Policy

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

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

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

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

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

II. Submission of Materials

A. Cover Letter

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

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

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

B. Curriculum Vitae or Resume

If submitting a CV, use the University approved template.

C. Teaching Portfolio

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

III. The PTK Review Process

A. Composition of the PTK Review Committee

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

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

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

B. Voting

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

majority of voting members constitutes a positive AEP committee vote.

C. College Review

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

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

D. Appeals

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

IV. Expectation of Department/Unit Policies and Procedures

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

department/unit-level PTK policies and professional resources.

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

V. Specific Documents to be submitted for Appointment or Promotion

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

VI. PTK College-level Awards

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

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

**Appendix A: Professional Track Faculty Ranks,
Titles, and Minimum Qualifications as set forth in II-**

1.00(A)

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

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

1. Faculty Assistant

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

2. Post-Doctoral Scholar

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

3. Post-Doctoral Associate

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

4. Assistant Research Faculty Ranks

a. Assistant Research Professor

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

b. Assistant Research Scientist

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

c. Assistant Research Scholar

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

d. Assistant Research Engineer

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

5. Associate Research Faculty Ranks

a. Associate Research Professor

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

b. Associate Research Scientist

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

c. Associate Research Scholar

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

d. Associate Research Engineer

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

6. Research Faculty Ranks

a. Research Professor

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

b. Research Scientist

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

c. Research Scholar

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

d. Research Engineer

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

7. Artist-in-Residence Ranks

a. Assistant Artist-in-Residence

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

b. Associate Artist-in-Residence

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

c. Artist-in-Residence

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

8. Field Faculty

a. Agent Associate

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

b. Senior Agent Associate

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

c. Principal Agent Associate

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

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

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

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

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

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

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

9. Faculty Engaged Exclusively or Primarily in Clinical Teaching

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

a. Assistant Clinical Professor

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

b. Associate Clinical Professor

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

c. Clinical Professor

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

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

10. Additional Faculty Ranks

Appointments with these faculty titles do not carry tenure.

a. Assistant Instructor

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

b. Junior Lecturer

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

c. Lecturer

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

d. Senior Lecturer

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

e. Principal Lecturer

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

f. Faculty Specialist

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

g. Senior Faculty Specialist

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

h. Principal Faculty Specialist

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

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

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



COLLEGE OF
AGRICULTURE &
NATURAL RESOURCES

Plan of Organization

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I. Purpose

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

II. Mission

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

III. Constituents of the College

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

1. Academic Units

- a. Department of Agricultural and Resource Economics (AREC)
- b. Department of Animal and Avian Sciences (ANSC)
- c. Department of Environmental Science and Technology (ENST)
- d. Department of Nutrition and Food Science (NFSC)
- e. Department of Plant Science and Landscape Architecture (PSLA)
- f. Institute for Applied Agriculture (IAA)
- g. Department of Veterinary Medicine (VTMD)

2. University of Maryland Extension (UME)

3. Maryland Agricultural Experiment Station (MAES)

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

- B. Faculty refers to all Tenured/Tenure-Track and Professional Track Faculty appointed in both on and off campus facilities in the College unless otherwise noted.
- C. Staff refers to all Exempt and Non-Exempt staff employed by the College in both on and off campus facilities in any of the Units listed above.

IV. Administration

- A. **Dean and Director.** The Dean is the Chief Executive Officer of AGNR. The Dean also serves as Director of UME and MAES.
 - 1. The Dean has overall responsibility for the College's facilities, budget, academic affairs, research operations, programs, operations, and personnel matters.
 - 2. The Dean has statewide responsibility for articulating the mission and goals of the College.
 - 3. The Dean is appointed by the authority of the President of the University of Maryland upon recommendation of the Senior Vice President and Provost, following a search involving substantial participation by faculty, staff, students, and constituents of the state.
- B. **Associate and Assistant Deans/Directors and Assistants to the Dean/Director.** The Dean may appoint Associate and Assistant Deans/Directors and Assistants to the Dean/Director who serve at the Dean's discretion.
 - 1. Associate or Assistant Deans/Directors may be appointed for each of the major responsibility areas including instruction, research, extension, and international programs. Each of these shall assist the Dean to administer College operations.
 - 2. Appointments shall be made with substantial input from College faculty, staff, and students, as appropriate. The Dean will follow all University procedures with regard to appointments and/or reappointments.
- C. **Unit Heads.** Each Unit of the College shall be administered by a Department Chair, Associate Director or Director. Unit Heads are responsible for their Unit's budget, program direction, and personnel matters, including recommendations for appointments, tenure, promotions, and salaries, in concert with procedures of the University. Each chair or Unit Head will be appointed by the Dean or their representative following a search process with substantial involvement of faculty, staff, students, and stakeholders of the unit as appropriate. All University procedures with regard to appointments will be followed.

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

1. Membership: All department chairpersons/associate deans/assistant deans, program leaders, program directors, and key academic/administrative leadership are members of the Council.
2. Meetings: Meetings of the Council shall be called by the Dean at least twice a year.

V. College Councils

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

1. **Mission.** The AGNR Diversity Council's mission is to effectuate the College's DEIR plan to improve diversity, inclusion, and equality within the college community by promoting dialogue, providing information, and fostering respect for all students, faculty, and staff, and AGNR clientele. In carrying out its mission, the council chair will report to the Dean of AGNR. Specifically, the Council works to:
 - a. Fully effectuate and support the College's four DEIR goals and four College-level initiatives and modify the DEIR plan, as needed;
 - b. Review AGNR's unit DEIR plans and provide input;
 - c. Comment on policy-related issues, including ways in which current policy strengthens or detracts from the diversity of the composition of the faculty, staff, student body, and eligible clientele; and
 - d. Present recommendations to the Dean that include strategies, individuals responsible for specific actions, timelines for implementation, and measurable outcomes that reflect continuous improvement of College climate and identify methods that "move the needle" on diversity, equity, and inclusion, and foster respect for AGNR clientele, faculty, staff, and students.
2. **Representation.** The Council will reflect the broad diversity of the College's faculty, staff, and students. Individuals will be selected so that the unique differences within the College bring about a Council that supports individual and collective achievements to create an environment that is both respectful of these differences and inclusive of all.
3. **Membership.** The AGNR DEIR Council shall have the following members (23 voting members and 2 ex-officio).

- a. The constituencies represented are:
 - i. Faculty
 - (a) Tenured/Tenure-Track (TTK) Faculty: one representative from each of AGNR's Academic Units (six)¹ and two representatives from UME.
 - (b) Professional Track Faculty (PTK): three representatives from on-campus Units, including one from the IAA and two from UME.
 - (c) MAES (one)
 - ii. Exempt Staff members (two)
 - iii. Non-Exempt Staff members (two)
 - iv. Graduate Student members (two)
 - v. Undergraduate Student members (two)
 - vi. IAA Student (one)
 - vii. Assistant Dean for Academic Programs
 - viii. Associate Chair (appointed by the Dean): Academic Chair/Associate Dean/Associate Dean and Director
 - ix. Non-Voting Ex-officio: Director Human Resources Management and Compliance Programs/Equity Administrator (Chair of Survey Committee)
 - x. Non-Voting Ex-officio: AGNR Diversity Officer
- b. Members to the AGNR DEIR Council will be elected by their respective unit or representative group for a three-year term and may be re-elected for up to two consecutive terms. Faculty (TTK and PTK) members representing Academic Units, UME, and IAA will be elected by their respective unit. Units are strongly encouraged to seek input from their unit-level DEIR committees/councils, where appropriate.
- c. The Dean will appoint the member representing MAES based on input from the Associate Dean of MAES. The Assistant Dean for Academic

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

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

- d. The two on-campus PTK faculty representatives, the two exempt staff representatives, and the two non-exempt staff representatives shall be elected from an election conducted by the Dean's Office. Members of the College community may nominate individuals to represent exempt or non-exempt staff by sending a nomination letter to the Office of the Dean. Individuals interested in serving may also self-nominate by sending a letter of interest to the Office of the Dean with the support of their respective supervisor.
 - e. The Director of Human Resources Management and Compliance Programs/Equity Administrator, and the AGNR Diversity Officer are permanent staff members of the Council. They will serve as subject matter advisors and provide support to the Council.
4. **Leadership.** The DEIR Council leadership will consist of four members of the Council;
- a. The Council Chair (TTK faculty);
 - i. The Chair will be elected by the members of the Council.
 - ii. The Chair will serve a two-year term and may serve no more than two consecutive terms.
 - b. An Associate Chair;
 - i. The Associate Chair is appointed by the Dean and must be an Associate Dean or Associate Dean/Director or Academic Unit Head.
 - ii. The Associate Chair will serve a one two-year term and may be re-appointed by the Dean for one additional year.
 - c. A Faculty Member (TTK or PTK); and
 - i. The Faculty Member will be elected by the members of the Council.
 - ii. The Faculty Member will serve a two-year term and may serve no more than two consecutive terms.
 - d. The AGNR Diversity Officer shall serve as a permanent ex-officio on the Council.

- e. Together, these four members comprise the Executive Committee of the Council and may meet as needed to facilitate the work of the Council.
5. **Quorum.** A quorum of 15 of the 23 voting members of the Council must be present (in-person or via telephone or video link) in order to conduct business. At least one of the two ex-officio members should be present to conduct official business.
6. **DEIR Committees**
- a. **Policy Committee:** Review institutional policies; and make recommendations to the Council about diversity-related policy issues.
 - b. **Terrapin Strong/Education:** Coordinate AGNR’s Terrapin Strong initiatives (Committee Chair, the Assistant Dean for Academic Programs).
 - c. **Data and Survey Committee:** Oversee the administration of the climate survey and communication of AGNR data. (Committee Chair and Director of HRRMCP).
 - d. **Ad Hoc Committees:** The Council may create ad hoc committees, as needed, such as an external stakeholder/community engagement committee, a student learning/curriculum committee, an awards and recognition committee, and a mentoring and development committee, etc.
 - i. **Frequency of meetings**
 - (a) The Council will meet at least two times during the fall and spring semesters at a time agreed upon by the majority of the membership.
 - (b) The committees of the Council will meet as needed to conduct their business.
 - ii. **Annual Report.** An annual report summarizing activities, outcomes, recommendations, and goals for the following year is submitted to the Dean each year by first Tuesday in May.
- B. **Dean’s Global Leadership Council (DGLC).** To function as an external advisory board to the Dean of AGNR and provide a mechanism for input on issues and concerns to the College from external stakeholders.
- a. **Membership:** The membership will be determined by the Dean with input from College unit heads, associate deans, faculty, and staff, and will include representation from a variety of stakeholders of the College.

- b. Organization: Members will serve for a period of three (3) years and may be extended at the discretion of the Dean.
- c. Meetings: The DGLC will meet with the Dean a minimum of two (2) times per year. Special meetings may be called by the Dean.

VI. Shared Governance Structure and Organization

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

A. Faculty Advisory Council

1. Purpose: The Faculty Advisory Council (FAC) is the chief body of shared governance in AGNR. The business of the FAC shall be consistent with the Policy of Shared Governance in the University System of Maryland (I-6.00) and the Plan of Organization for Shared Governance at the University of Maryland, College Park.
 - a. The FAC will provide input to the Dean on matters including, but not limited to, strategic planning, administrative staffing, facilities use and planning, and the annual budget of the College.
 - b. The Dean, Chair, or Director shall provide a report of the Unit's expenditures of the prior fiscal year to the FAC.
 - c. The FAC will be responsible for the systematic review and approval of this College Plan of Organization.
 - d. The FAC shall also serve as a Committee on Committees for the College to:
 - i. Nominate a slate of candidates for service on all committees of the College; and
 - ii. Provide a slate of candidates from within the College from which administrators above the Department or Academic Program level may appoint representatives to bodies in order to participate in the search, nomination, and review of administrators within the College.
2. Membership. Membership on the FAC shall include AGNR faculty who are on the College Park campus and in extension offices as follows:
 - a. Elected faculty Senators (TTK and PTK) of the College; and

- b. One additional faculty (TTK or PTK) representative elected from each College Unit.
 - c. Two staff members (one exempt and one non-exempt) elected from the Staff Advisory Council (SAC);
 - d. One undergraduate student member elected from the Dean's Undergraduate Student Advisory Council (DUSAC); and
 - e. One graduate student member elected from the Dean's Graduate Student Advisory Council (DGSAC).
 - f. Members elected by the University Senate election process shall have terms that coincide with their terms on the Senate and all other members shall serve a one-year term with eligibility for re-election for up to two additional years that total three consecutive years.
3. Organization: At the first meeting of an academic year, Council members shall elect a Chair, Vice Chair, and Secretary from within the Council's membership. Officers shall serve a one-year term and can be re-elected two times for a total of three years of service.
 4. Meetings: The Council will meet twice a semester. A quorum shall be a simple majority of the members. Special meetings may be called by the Council Chair or by the Dean.

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

1. Purpose: The DUSAC will represent the College's undergraduate student body to the Dean and provide input on College and department policies and procedures.
 - a. They will facilitate dialogue and relationship building among students, staff, faculty, and alumni.
 - b. The DUSAC will listen to student concerns and advocate on their behalf to the Dean's Office and the Academic Programs Office to support an equitable, accessible, and high-quality academic experience for all students of the College.
 - c. The DUSAC will serve to unite the AGNR student body for professional and social events and causes, and is committed to fulfilling its responsibilities of abiding by the University's policies.
2. Membership: The DUSAC shall be composed of the following voting members elected each academic year:

- a. One (1) representative from each Academic Department including the IAA and the Environmental Science and Policy program.
 - b. One (1) member representing the AGNR Peer Mentor program.
 - c. One (1) member representing the AGNR Ambassador program.
 - d. One (1) member representing the AGNR Student Council.
 - e. One (1) member representing AGNR's China 2+2 Program.
 - f. One (1) member representing MANRRS.
 - g. Two (2) At-Large members elected from the entire undergraduate student body.
3. Organization & Executive Board
- a. Organization: Membership shall be limited to current undergraduate students at the University of Maryland, College Park and AGNR. The Organization will meet once per semester with the Dean of the College.
 - b. Executive Board: The DUSAC will be managed by an Executive Board that will be elected annually by the membership. They will be responsible for the finances, activities, scheduling, and general management of the DUSAC as a whole.
 - i. The Executive Board will consist of at least three (3) nominated and elected members currently serving on the DUSAC.
 - ii. The roles and responsibilities of the Executive Board members are outlined in the DUSAC Bylaws.
 - iii. The Executive Board will be elected once per year by a majority vote of the DUSAC.
4. Meetings
- a. The DUSAC will hold meetings at least once a month during the academic year. The schedule will be established at the beginning of each semester.
 - b. A quorum will be a simple majority of the members.
 - c. The DUSAC meetings will follow "Robert's Rules of Order for Small Committees."

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

1. Membership: The Dean's Graduate Student Advisory Council (DGSAC) shall be composed of at least one voting representative from each of the College's academic departments that offers graduate degrees, and at least three but no more than five At-Large voting members. The representatives will be elected by each department each academic year. At-large members will be nominated by the units and elected in a College-wide election process.
2. Functions and Responsibilities:
 - a. Advise the Dean and provide a forum for the exchange of information and discussion of matters pertinent to the graduate experience in the College.
 - b. Coordinate programs among the students, faculty, and alumni.
 - c. Evaluate University, College, and department information and policies.
 - d. Hear student's concerns and be the voice of the College's graduate student population to the Dean's Office and Departmental Graduate Program Offices.
 - e. Facilitate relationships between departments, faculty, staff, students, and alumni and the Office of the Dean, and to foster a sense of community in the College.
 - f. Educate students on academic policies and procedures.
 - g. Assess DGSAC initiatives and find ways to promote its mission and purpose.
3. Officers: The officers of DGSAC shall be the Chair and other officers as specified in the DGSAC constitution. The officers shall be elected annually by a majority vote of the members of DGSAC.
4. Meetings and Notices:
 - a. Meetings shall be held at least monthly during the academic year at a time and place designated by the officers of DGSAC. In order to conduct business a quorum as defined by a simple majority of the members will be required.
 - b. Minutes shall be distributed after each meeting.
 - c. Notices of regular meetings shall be sent to all DGSAC members on a regular basis. A summary of DGSAC activities email shall be distributed periodically to all AGNR graduate students and posted on the DGSAC website.

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

D. Staff Advisory Council (SAC)

1. Purpose: To function as an advisory board to the Dean of AGNR, and to provide a mechanism for input on issues and concerns of campus and non-campus staff.
2. Membership: SAC Membership shall consist of one representative elected from the exempt and non-exempt staff from each of the following units: AREC, ANSC, ENST, IAA, NFSC, PSLA, and VTMD; and two representatives elected from the exempt and non-exempt staff from both MAES and UME.
3. Elections for representatives will occur each fall, in November.
 - a. Should the elections for representatives include no Exempt or no Non-Exempt Staff from AREC, ANSC, ENST, IAA, NFSC, PSLA, and VTMD as a group, a separate nomination and election process will be held for a single At-Large representative elected from the un-represented staff category(Exempt or Non-Exempt) collectively in the units without representation.
 - b. Similarly, should the elections result in no Exempt or no Non-Exempt staff representatives from MAES and UME as a group, a separate nomination and election process will be held for a single At-Large representative elected from the un-represented staff category (Exempt or Non-Exempt) in those units together.
4. Organization:
 - a. Elections will be held in each department/unit to select its representative(s). Terms of membership will be for two (2) years, beginning January 1 of the calendar year following election to SAC and may be re-elected with no term limits.
 - b. Whenever a mid-term vacancy occurs on SAC, it will be filled through a special election to complete the remainder of the term.
 - c. The Chair will be elected by SAC to call and preside over SAC meetings, and maintain communication with the Dean regarding SAC activities and issues needing attention.

- d. The Co-Chair will be elected by SAC to provide written notice of SAC meetings to all members, and assume the duties of the Chair in their absence.
 - e. The Chair and Co-Chair shall be elected from the SAC membership at the last quarterly meeting of the calendar year.
 - f. Committees may be assembled by the Chair, Co-Chair, or Dean of AGNR for specific purposes with specified completion dates.
5. Meetings: The SAC will meet with the Dean a minimum of three (3) times per year.
- a. A quorum is a simple majority of members, which will be required in order to conduct business.
 - b. Special meetings may be called by the Dean or the Chair of SAC.
 - c. Written notice of meetings shall be provided to all members of SAC.

E. College Assembly

1. Purpose: The purpose of the Assembly is to foster involvement of faculty, staff, and students in College affairs.
 - a. The Dean shall report to the Assembly.
 - b. The Assembly shall conduct the business of the College, as needed, and stand as the forum for recognition of College personnel achievements.
2. Membership: All faculty and staff members shall belong to the Assembly. Undergraduate students serving on the DUSAC and Graduate Students serving on the DGSAC will also be included and will be invited to attend the Assembly.
3. Meetings: There shall be at least one Assembly meeting each academic year called by the Dean.
 - a. The Dean shall present a State of the College Address at one Assembly each year.
 - b. If formal business (e.g., a college-wide vote) is to be conducted, it will be done in accordance with Robert's Rules of Order Newly Revised and a quorum will be considered as 1/3 of the Assembly membership.
4. Organization: The Assembly shall be led by the Chair of the College Council. Organizational rules shall be established by the Assembly.

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

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

1. Purpose
 - a. The APT Committee shall review and make recommendations to the Dean on TTK faculty appointments and promotions submitted by College Units.
 - b. The APT Committee will advise the Dean on procedural and policy matters related to appointments, promotions, and tenure of TTK Faculty.
 - i. Policies and procedures recommended by the APT Committee shall at all times conform to approved University policies.
 - ii. Specific policies of the College process shall be written and made readily available to all interested parties.
2. Membership
 - a. The APT Committee shall consist of 8 total members with one (1) Full Professor member from each College Unit granting tenure (6) and two (2) Principal Agent members from UME.
 - b. Committee members will serve 3-year terms that are staggered.
 - c. The College APT Committee shall elect one of its members to serve as its Chair. An alternate Chair shall be elected to serve during consideration of cases from the Chair's Unit.
 - d. The Dean shall serve as a non-voting ex-officio on the APT Committee.
3. Voting: Committee members are all voting members, but will not vote on cases from their own Unit.
4. The composition and procedures of the College APT Committee are defined in the College APT Policy in Appendix 2.

B. Professional Track (PTK) Faculty Committee

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

- b. The PTK Faculty Committee will be responsible for developing and approving policies and procedures on matters related to PTK Faculty promotions.
 - i. Policies and procedures established by the PTK Faculty Committee shall at all times conform to approved University policies and guidelines.
 - ii. Specific PTK policies that outline the College process shall be written and made readily available to all interested parties, and are attached as Appendix 3 of this Plan.

2. Membership

- a. The PTK Faculty Committee shall consist of a minimum of three (3) PTK Faculty from the College who hold ranks at or above that of the promotion candidate(s).
 - b. The PTK Faculty Committee will elect its own Chair from within its membership.
 - c. Committee members will serve one (1) year terms, with renewal at the discretion of the Dean.
3. Voting: Committee members may not vote on candidate(s) from their own Units.
4. The composition and procedures of the College PTK Faculty Committee are defined in the College AEP Policy.

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

- 1. Purpose: The PCC Committee reviews and makes recommendations to the Dean concerning: the establishment, modification, or termination of College programs, curricula, or courses leading to academic degrees or upper-level certificates; and the creation, abolition, or reassignment of departments of instruction, bureaus, centers, institutes, or other units whose purpose includes academic instruction leading to a University degree or upper-level certificate.
- 2. The PCC Committee reviews and makes recommendations, through the Dean and to the Graduate Council prior to the PCC for proposals involving graduate programs.
- 3. The Committee shall be especially concerned with the thoroughness and soundness of all proposals, with their role in meeting the mission of the

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

4. Membership: The PCC Committee shall consist of one (1) faculty member (TTK or PTK) elected from each Academic Unit within the College, with the exception of the IAA.
 - a. The IAA will have a representative with full voice but will vote only on matters pertaining to the courses and curricula of the IAA that progress through the Senate PCC Committee and VPAC.
 - b. Members will be elected from their units for three (3) year terms based on their unit's Plan of Organization.
 - c. The Associate Dean for Academic Programs shall serve as an ex-officio member of the PCC Committee.
5. Organization: The Chair of the PCC Committee will be elected from within its membership and by its members each year and will serve for that academic year. The Chair may be re-elected for up to two more consecutive terms.
6. Meetings: Meetings will be held monthly or as needed to complete the PCC Committee's charges in a timely manner.
7. A quorum of greater than 50% of voting members must be present in order for business to be conducted.

VIII. Unit Plans of Organization

- A. Each Unit of the College shall establish a Plan of Organization.
- B. Unit Plans of Organization shall conform to both the College and the University's Plan of Organization.
- C. Unit Plans will be reviewed internally by the FAC at least every ten (10) years or following any revision of the College Plan of Organization.

IX. College Senators

- A. AGNR members of the University Senate shall be elected according to the procedures set forth in the UMD Plan, and the Unit Plans of Organization that must follow the University of Maryland requirements that both TTK and PTK are represented on nominating committees.
 1. Election of TTK Faculty Senators. The TTK Faculty Senator elections shall be conducted within each Unit as specified in their Plans of Organization.

- a. All TTK faculty in each Unit conducting elections are eligible to nominate colleagues to fill the Unit's Senate seat, as well as the College's At-Large Senate seat(s).
 - b. The At-Large seats will be elected by all TTK faculty in the entire College.
 - c. Units shall make every effort to ensure that every eligible TTK faculty member has the opportunity to submit nominations.
 - d. For the purposes of apportionment, all Units, Academic and Non-Academic, shall be treated alike, with the exception of UME.
 - e. TTK Faculty Senators shall be elected from each Unit and At-Large.
 - f. Each Unit shall have no more than one (1) TTK Faculty Senator representing that unit solely, with the exception of UME that has three (3) Senators. Additional representative(s) will be elected At-Large from the College.
 - g. Faculty Senators will serve a term of three (3) years.
 - h. Elections for the upcoming academic year shall ordinarily conclude by February 1 to ensure that newly elected Senators are eligible to run for elected committees and councils of the University Senate.
 - i. Replacement Senators, whether temporary or for the remainder of a term, will be elected using the same procedures as are used for regular elections.
2. Election of PTK Faculty Senators. PTK Faculty Senators will be elected following the same procedures as the TTK Faculty Senators and will be elected, one (1) from UME, one (1) from the IAA due to the number of PTK Faculty positions held by those units. The additional representative(s) will be elected At-Large from the College.
 3. Election of AGNR Graduate and Undergraduate Student Senators.
 - a. Eligibility requirements, the apportionment of student Senator seats, and terms lengths for student Senators are defined in the UMD Plan.
 - b. The University Senate Office runs the online candidacy and elections process for all student Senators.
 - c. All undergraduate students with a primary major in an academic program within AGNR and all graduate students in graduate programs within the College will be encouraged to nominate themselves to run to be a student Senator.

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

X. Amendments

- A. Proposed amendments to this Plan of Organization should be presented in writing to the Chair of the FAC.
- B. The Chair shall schedule proposed amendments for discussion and action at a regular or special meeting of the College Assembly.
- C. The Chair shall notify faculty, staff, and students in the Assembly in advance of the meeting, through Unit Chairs or Directors, of the proposed amendment.
- D. An amendment shall be adopted with a majority assenting vote of those present at the Assembly meeting.

XI. Adoption.

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

XII. Review.

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

XIII. Appendices

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

**Establish a Master of Science in Quantum Computing (Senate Document #23-24-19)****PRESENTED BY** Wendy Stickle, Chair, Senate Programs, Curricula, and Courses Committee**REVIEW DATES** SEC – January 23, 2024 | SENATE – February 6, 2024**VOTING METHOD** In a single vote**RELEVANT
POLICY/DOCUMENT****NECESSARY
APPROVALS** Senate, President, USM Board of Regents, and the Maryland Higher Education Commission**ISSUE**

The College of Computer, Mathematical, and Natural Sciences proposes to establish a Master of Science in Quantum Computing. This program exists currently as an iteration of the Master of Professional Studies (MPS) program. The 30-credit MPS program was established during the 2022-2023 academic year. Master of Professional Studies programs were first approved in 2005, when the University System of Maryland Board of Regents and Maryland Higher Education Commission approved an expedited review process for master's and graduate certificate programs that respond quickly to the changing market needs for working professionals. Once a new iteration of the MPS is approved through campus PCC review, it only needs approval by the USM Chancellor to become official.

A limitation of offering this program as an MPS iteration is that all Professional Studies programs must use the same generic Federal Classification of Instructional Programs (CIP) code, rather than a CIP code that accurately describes the program content. Those who search for academic programs by using the CIP codes related to Quantum Computing will not find this program. Moreover, some CIP codes are designated as "STEM" eligible by the US Department of Homeland Security, and international students with F1 visas who graduate from STEM designated programs may continue to work in the United States for two years longer than students in non-STEM designated programs. The generic CIP code for Professional Studies programs does not qualify as STEM-designated, even if the academic content of the Professional Studies program is STEM-related, as is the case with this program.

Consequently, the college proposes to transition the current program from a Master of Professional Studies program to a stand-alone Master of Science program in order for the program to be classified more accurately. The 30-credit curriculum will remain the same.

The Master of Science in Quantum Computing will provide students with the foundational, practical, and theoretical topics of quantum computing. Participants will discover current state-of-the-art quantum computing technology and areas of application, while also exploring its origins, evolution, and possible future states of this technology. The program consists of seven required 3-credit courses, and nine credits of electives. The program is a non-thesis program and will have both an in-person and distance education version. Course topics include quantum networks, quantum

thermodynamics, quantum machine learning, quantum information theory, quantum Monte Carlo and simulations, and quantum computing hardware.

The proposal was approved by the Graduate School PCC committee on October 27, 2023, and the Senate Programs, Curricula, and Courses committee on December 1, 2023.

RECOMMENDATION(S)

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

COMMITTEE WORK

The committee considered this proposal at its meeting on December 1, 2023. Konstantina Trivisa, from the College of Computer, Mathematical, and Natural Sciences, presented the proposal and answered questions from the committee. The committee approved the proposal.

ALTERNATIVES

The Senate could decline to approve this new academic program.

RISKS

If the Senate declines to approve this new degree program, the university will lose an opportunity to apply a more accurate Federal CIP code to an existing program thereby making the program more marketable.

FINANCIAL IMPLICATIONS

There are no significant financial implications with this proposal as the program already exists as a self-supported Master of Professional Studies program.

913: QUANTUM COMPUTING

In Workflow

1. D-CHPH PCC Chair (jcrosby@umd.edu)
2. D-CHPH Chair (wth@umd.edu)
3. CMNS PCC Chair (jpresson@umd.edu; fourkas@umd.edu)
4. CMNS Dean (rinfanti@umd.edu)
5. Academic Affairs Curriculum Manager (mcolson@umd.edu)
6. Graduate School Curriculum Manager (jfarman@umd.edu)
7. Graduate PCC Chair (jfarman@umd.edu)
8. Dean of the Graduate School (jfarman@umd.edu; sroth1@umd.edu)
9. Senate PCC Chair (mcolson@umd.edu; wstickle@umd.edu)
10. University Senate Chair (mcolson@umd.edu)
11. President (mcolson@umd.edu)
12. Board of Regents (mcolson@umd.edu)
13. MHEC (mcolson@umd.edu)
14. Provost Office (mcolson@umd.edu)
15. Graduate Catalog Manager (bhernand@umd.edu; fantsao@umd.edu)

Approval Path

1. Mon, 15 May 2023 13:16:19 GMT
Jessica Crosby (jcrosby): Approved for D-CHPH PCC Chair
2. Wed, 13 Sep 2023 21:26:12 GMT
Wendell Hill (wth): Approved for D-CHPH Chair
3. Thu, 14 Sep 2023 22:29:31 GMT
John Fourkas (fourkas): Approved for CMNS PCC Chair
4. Wed, 20 Sep 2023 13:18:10 GMT
Robert Infantino (rinfanti): Approved for CMNS Dean
5. Mon, 16 Oct 2023 21:06:33 GMT
Michael Colson (mcolson): Approved for Academic Affairs Curriculum Manager
6. Tue, 05 Dec 2023 18:12:59 GMT
Jason Farman (jfarman): Approved for Graduate School Curriculum Manager
7. Tue, 05 Dec 2023 18:21:48 GMT
Jason Farman (jfarman): Approved for Graduate PCC Chair
8. Tue, 05 Dec 2023 20:37:04 GMT
Stephen Roth (sroth1): Approved for Dean of the Graduate School
9. Thu, 07 Dec 2023 18:17:02 GMT
Wendy Stickle (wstickle): Approved for Senate PCC Chair

New Program Proposal

Date Submitted: Thu, 27 Apr 2023 14:24:06 GMT

Viewing: 913 : Quantum Computing

Last edit: Mon, 16 Oct 2023 20:24:27 GMT

Changes proposed by: Konstantina Trivisa (trivisa)

Program Name

Quantum Computing

Program Status

Proposed

Effective Term

Spring 2024

Catalog Year

2023-2024

Program Level

Graduate Program

Program Type

Master's

Delivery Method

On Campus

Departments**Department**

Institute for Physical Sciences & Technology

Colleges**College**

Computer, Mathematical, and Natural Sciences

Degree(s) Awarded**Degree Awarded**

Master of Science

Proposal Contact

Konstantina Trivisa, Amy Chester

Proposal Summary

This proposal is to convert the approved MPS in Quantum Computing to an MS in Quantum Computing. No curriculum changes proposed to the approved program.

CIP Code: 27.0304 Computational and Applied Mathematics

(PCC Log Number 23048)

Program and Catalog Information

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

The Masters of Science in Quantum Computing provides participants with foundational, practical and theoretical topics of quantum computing. Participants will discover current state-of-the-art quantum computing technology and areas of application, while also exploring its origins, evolution, and possible future states of this technology.

Experiential learning is at the core of the program with courses that provide ample opportunity for the participant to apply concepts on current-day commercial quantum computing hardware.

Special topics include quantum networks, quantum thermodynamics, quantum machine learning, quantum information theory, quantum Monte Carlo and simulations, and quantum computing hardware.

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

The Master of Science in Quantum Computing requires 30 credits including 7 core courses and 3 electives.

Course	Title	Credits
Core courses		
MSQC601	Course MSQC601 Not Found (Mathematics and Methods of Quantum Computing)	3
MSQC602	Course MSQC602 Not Found (The Physics of Quantum Devices)	3
MSQC603	Principles of Machine Learning	3
MSQC604	Course MSQC604 Not Found (Quantum Computing Architectures and Algorithms)	3
MSQC605	Course MSQC605 Not Found (Advanced Topics in Quantum Computing)	3
MSQC606	Course MSQC606 Not Found (Practical Quantum Computing)	3

MSQC607	Course MSQC607 Not Found (Advanced Topics in Quantum Computing)	3
Elective courses		9
MSQC610	Course MSQC610 Not Found (Quantum Machine Learning- elective)	
MSQC611	Course MSQC611 Not Found (Quantum Networks- elective)	
MSQC612	Course MSQC612 Not Found (Quantum Computing Hardware- elective)	
MSQC613	Course MSQC613 Not Found (Quantum Monte Carlo and Applications- elective)	
MSQC614	Course MSQC614 Not Found (Quantum Information Theory- elective)	
MSQC615	Course MSQC615 Not Found (Quantum Thermodynamics- elective)	
Total Credits		30

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.

Full time:

First Year

Semester 1	Credits	Semester 2	Credits	Semester 3	Credits
MSQC601 (The Mathematics and Methods of Quantum Computing)	3	MSQC604 (Quantum Computing Architectures and Algorithms)	3	MSQC612 or MSQC613 (Quantum Computing Hardware or Quantum Monte Carlo and Applications)	3
MSQC602 (Physics of Quantum Devices)	3	MSQC606 (Practical Quantum Computing)	3		
MSML/MSQC603 (Principles of Machine Learning)	3	MSQC608 or MSQC610 (Quantum Information Theory or Quantum Machine Learning)	3		
		9	9	3	

Second Year

Semester 1	Credits
MSQC605 (Advanced Quantum Computing and Applications)	3
MSQC607 (Advanced Topics in Quantum Computing)	3
MSQC609 or MSQC611 (Quantum Thermodynamics or Quantum Networks)	3
9	

Total Credits 30

Sample Plan of Study (Part time)

Semester 1 (fall)

- MSQC601 The Mathematics and Methods of Quantum Computing (core)
- MSQC602 Physics of Quantum Devices (core)

Semester 2 (spring)

- MSQC604 Quantum Computing Architectures and Algorithms (core)
- [choose any one of the following]
- MSQC608 Quantum Information Theory (elective)
- MSQC610 Quantum Machine Learning (elective)

Semester 3 (summer)

- [choose any one of the following]
- MSQC612 Quantum Computing Hardware (elective)
- MSQC613 Quantum Monte Carlo and Applications (elective)

Semester 4 (fall)

- MSQC603 Principles of Machine Learning (core)
- MSQC605 Advanced Quantum Computing and Applications (core)

Semester 5 (spring)

- MSQC606 Practical Quantum Computing (core)

Semester 6 (fall)

- MSQC607 Advanced Topics in Quantum Computing (core)
- [choose any one of the following]
- MSQC609 Quantum Thermodynamics (elective)
- MSQC611 Quantum Networks (elective)

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

Learning Outcomes

Explain principles of quantum physics as they apply to quantum computing.

Develop quantum computing programs and implement them on quantum computing platforms.

Distinguish the elements of a quantum computing algorithm and differentiate it from a classical algorithm.

Describe current quantum computing hardware, and examine the effects of its current state of maturity on the design of quantum computing algorithms.

Discuss and implement quantum computing paradigms to solve problems in quantum networks and quantum machine learning.

Compare quantum thermodynamics and quantum information theory and how they relate to classical information theory.

New Program Information

Mission and Purpose

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

The Master of Science in Quantum Computing aims to provide training and advanced knowledge in the area of quantum computing with a focus on practical education for working professionals. This program will contribute to the development of the emerging labor market of quantum computing scientists and engineers in the state of Maryland, and the nation. Other countries, such as China, have invested greatly recently in these scientific and technological sectors. The potential benefits of early discoveries and implementation of technological solutions that use quantum computing promise to generate important societal and economical benefits in the long term. For these reasons, the Master of Science in Quantum Computing is aligned with the mission of the University of Maryland to provide excellent teaching, research and education in service of the needs of the citizens of Maryland, and the nation.

Program Characteristics

What are the educational objectives of the program?

The main educational objective of the Master of Science in Quantum Computing is to prepare the individual to be ready to apply the principles and techniques of quantum computing to the solution of a variety of problems in optimization, secure communications, encryption, materials discovery and any such problems that require considerable computing resources.

Moreover, the participant should be able to differentiate the many technologies currently used to implement quantum computers and compare their intrinsic strengths and limitations.

Finally, the individual will gain the ability to make appropriate business decisions now to be set up for success when quantum technologies reach maturity in the future.

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

A four-year baccalaureate degree from a regionally accredited U.S. institution, or an equivalent degree from a non-U.S. institution

A 3.0 GPA (on a 4.0 scale) in all prior undergraduate and graduate coursework

Official copy of transcript for all post-secondary work

Curriculum vitae/resume

Personal statement including such elements as relevant experience and interests in engineering, mathematics, and natural sciences

Prior programming experience (Python preferred)

Quantitative abilities including coursework in Linear Algebra and Advanced Calculus

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

In recent years, the federal government and private sector have substantially increased funding for research and development of quantum technologies, including quantum computing.

This new area of economic activity requires a highly trained and skilled labor force to take advantage of this technological era and contribute to the solution of problems at the local, regional, and national levels.

Conversations with experts at the National Institute for Standards and Technology (NIST), as well as the Universities Space Research Association (USRA), have confirmed that there are skills gaps in the current workforce and more trained experts in these areas are required.

The University of Maryland has seen an exponential growth in investments and the creation of multiple centers, institutes and departments bringing in research talent and economic resources in quantum physics and quantum computing. This program will take advantage of this ecosystem of quantum expertise on campus, and complement UMDs development by adding an educational component.

Therefore, the proposed program is aligned with the university mission to promote interdisciplinary and cross sector partnerships to advance science and technology for the benefit of the state and the nation.

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

Traditional Semester

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

Non-thesis requirement: complete all courses, 30 credits, with a 3.0 cumulative GPA or better.

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

The primary recruitment activities will be via the CMNS Science Academy. The Science Academy uses a diverse, targeted approach when recruiting students. This digital strategy focuses on UMD alumni, current UMD graduating seniors, and working professionals in the DMV area, including senior scientist personnel in NIST, NASA, and NIH. The admissions review process reviews for not only academic readiness but also diversity in experiences, industries, backgrounds, and career aspirations to recruit a diverse student body.

To attract a diverse student population, we will engage in the following activities:

- Representing the program in educational fairs, conferences and events, e.g. the National Leadership Conference of the National Society of Black Engineers, GEM Grad Labs.
- Advertising the program to the National Society of Black Engineers (NSBE), the Society of Women Engineers (SWE), and the Association for Women in Computing (AWC).
- Direct mailing and email campaigns to domestic and international colleges
- Outreach to UMD Campus organizations and clubs
- Holding online (virtual) open houses, information sessions and career panels
- Outreach to US Military to attract veterans
- Social media and online advertising
- Establishing graduate scholarships to provide financial aid to underrepresented minority applicants

Once enrolled, the Science Academy staff, and faculty are committed to creating and fostering a supportive environment for all students to thrive. We regularly share resources and opportunities for counseling, support, and funding. All students are expected to complete and honor the TerrapinSTRONG orientation and initiatives. Students are encouraged to take part in Grad School programs that address diversity and inclusion in higher education, build communities of support and success, and create meaningful dialogue among graduate students. Such programs include "Cultivating Community Conversations" and the "Annual Office of Graduate Diversity and Inclusions Spring Speaker Services." Faculty that are involved in the Science Academy represent many departments, have a diversity of appointments (both tenure track, professional track, and adjunct) exposing students to many future career paths. The Science Academy and faculty provide student advising, academic support, and career guidance to students to retain all students and support timely graduation.

Our student retention efforts will consist of:

- Holding "Women in Engineering, Computing and STEM" seminars to addresses the obstacles faced by women in today's technical workplace and guide our women students to maneuver through the internship and job application process
- Requiring students to attend mandatory advising sessions with the program adviser to ensure that the students' study plans are in line with their interests and career goals, and that the students make satisfactory progress toward meeting the degree requirements
- Implementing an early warning system that detects students struggling with core courses and alerts the academic advisor, who meets with the students and designs a study plan to get them back on track

Relationship to Other Units or Institutions

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

One course is shared across existing programs in the Science Academy, DATA/MSML 603: Principles of Machine Learning. Other courses will be new courses and should not burden department's faculty or resources. New courses will be developed and delivered by a combination of tenure-track or professional-track faculty teaching on overload and adjuncts.

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

No accreditation or licensure is required for the program.

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

MSQC604 Quantum Computing Architectures and Algorithms and MSCQ605 Advanced Quantum Computing and Applications will be developed in collaboration with the Universities Space Research Association (USRA).

USRA will contribute industry perspective on in-demand skills and competencies, create real world problem sets/simulations/projects, identify prospective participants from government labs and private industry, and market the program.

Faculty and Organization

Who will provide academic direction and oversight for the program? In an attachment, please indicate the faculty involved in the program. Include their titles, credentials, and courses they may teach for the program. Please click on the help bubble for a template to use for adding faculty information.

Konstantina Trivisa Ph. D., Director of Institute for Physical Science and Technology, Professor of Mathematics Pratyush Tiwary Ph. D., Associate Professor IPST and Chemistry and BioChemistry
 Alfredo Nava-Tudela Ph.D., Director of Scientific Computing, IPST
 Charles Clark Ph.D., JQI Fellow and IPST
 Maria Cameron Ph.D., Associate Professor of Mathematics
 Nicole Yunger Halpern Ph.D., Adjunct Assistant Professor QuICS and IPST
 Avik Dutt Ph.D., Assistant Professor Mechanical Engineering and IPST
 Franz Klein Ph.D., Office of Academic Computing Services
 Aaron Lott Ph.D., Universities Space Research Association (USRA)
 Alejandra Mercado Ph.D., Associate Director ECE

Indicate who will provide the administrative coordination for the program

The Science Academy in the College of Computer, Mathematics and Natural Science will provide administrative coordination for the program, in collaboration with the Office of Extended Studies. The Office of Extended Studies provides program development support (budget development and projections, market research, preparation of PCC document), program management (UMD policies and procedures compliance, program website, data requests), student and program services (admission support, scheduling, registration, billing and payment, graduation, appeals), and financial management (faculty contracts, payment processing, course charge processor, net revenue distribution).

Resource Needs and Sources

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

The University of Maryland at College Park subscribes to substantial journal holdings and index databases, as well as additional support services and resources, to support teaching and learning in the Master of Science in Quantum Computing, per the University of Maryland Libraries assessment. These materials are supplemented by a strong monograph collection. Additionally, the Libraries Scan & Deliver and Interlibrary Loan services make materials that otherwise would not be available online, accessible to remote users. As a result, the University of Maryland Libraries are able to meet the curricular and research needs of the proposed Master of Science in Quantum Computing. This assessment stems from the assessment that the University of Maryland Libraries provided for the Professional Masters in Quantum Computing, which applies exactly to the curriculum of this new Masters of Science in Quantum Computing.

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

No additional physical facilities, infrastructure and instructional equipment is required for this program. Existing facilities (e.g., classrooms) and resources (e.g., instructional equipment) will be used. It is anticipated that most of the instruction will be in the evenings, to accommodate the working professional's schedule.

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

The Master of Science in Quantum Computing will not use any state resources since all funding will come from tuition. The instructors and course designers will include faculty members from the Institute of Physical Science and Technology, which consists of applied mathematicians, physicists, and engineers with the required expertise. We will also count with adjunct faculty from NIST and USRA, and other units within the College of Computer, Mathematical and Natural Sciences, as well as units within the J. Clark School of Engineering.

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

The CMNS Science Academy will provide the academic and advising oversight to incoming and admitted students. Revenue generated from the program will be used to support administrative and advising resources including a Program Manager. No state resources will be used to support the program

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

Based on the attached proposed budget the program projects to bring in revenue during the first year and to cover all start up costs. This program will not use any state funds and will be revenue generating. All expenses will be paid for by the tuition revenue for this program. See attached document.

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

Explain how there is a compelling regional or statewide need for the program. Argument for need may be based on the need for the advancement of knowledge and/or societal needs, including the need for “expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education.” Also, explain how need is consistent with the Maryland State Plan for Postsecondary Education. Please click on the help bubble for more specific information.

The National Institute of Standards and Technology has made substantial investments on campus to pursue research in quantum physics and technology over the past decades taking into account the vast faculty expertise in quantum physics and engineering. Campus has seen the creation of the Joint Quantum Institute (JQI), the Joint Center for Quantum Information and Computer Science (QIICS), and the Quantum Technology Center (QTC). This, combined with the need to create a skilled professional workforce in quantum computing, makes UMD a natural choice to create an educational offering for this workforce development. In particular NASA Goddard Space Flight Center personnel have expressed interest in courses like the ones proposed in this MS degree.

Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program. Possible sources of information include industry or disciplinary studies on job market, the USBLS Occupational Outlook Handbook, or Maryland state Occupational and Industry Projections over the next five years. Also, provide information on the existing supply of graduates in similar programs in the state (use MHEC’s Office of Research and Policy Analysis webpage for Annual Reports on Enrollment by Program) and discuss how future demand for graduates will exceed the existing supply. As part of this analysis, indicate the anticipated number of students your program will graduate per year at steady state.) Please click on the help bubble for specific resources for finding this information.

A market research study shows that there are very few (2) programs with comparable focus and scope to the proposed certificate. No similar programs exist in the state of Maryland. A labor market study shows that participants in this program will have access to well remunerated jobs. See both market analysis documents attached.

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

No similar programs exist in the state of Maryland. Ref. market analysis by OES.

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

No impact as there are no similar programs in the state of Maryland. See above.

Supporting Documents

Attachments

Faculty List Template- Quantum.docx
 GGP_Benchmark_Quantum_Computing_MPS 2023.xlsx
 Collection_Assessment_MPS_QuantumComputing_2022.docx
 MS in Quantum Computing Budget.xlsx
 Quantum Learning Outcomes and Assessment.pdf
 Quantum- Curriculum- MS in Quantum Computing.pdf

Key: 913

Faculty Information- Quantum Computing

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

Name	Highest Degree Earned, Program, and Institution	UMD Title (indicate if part-time)	Courses
Babak Azimi-Sadjadi	Ph.D., ECE, UMD	Visiting Lecturer	DATA/MSML/BIOI/MSQC 603: Principles of Machine Learning
Maria Cameron	Ph.D., Mathematics, University of California - Berkeley	Associate Professor	Curriculum Advisor
Charles Clark	Ph.D., Physics, University of Chicago	Adjunct Professor	MSQC 602: Physics of quantum devices
Avik Dutt	Ph.D., Electrical and Computer Engineering, Cornell University	Assistant Professor	Curriculum Advisor
Nicole Yunger Halpern	Ph.D., Physics, California Institute of Technology	Adjunct Asst. Professor	Curriculum Advisor
Franz Klein	Ph.D., Physics, University of Bonn (Germany)	Engineer	MSQC 606: Practical Quantum Computing
Aaron Lott	Ph.D., AMSC, UMD	Adjunct Assoc. Professor	MSQC 604: Quantum Computing Architectures and Algorithms MSQC605: Advanced Quantum Computing and Applications
Alejandra Mercado	Ph.D., ECE, UMD	Associate Director	DATA/MSML/BIOI/MSQC 603: Principles of Machine Learning
Alfredo Nava-Tudela	Ph.D., AMSC, UMD	Director	MSQC 601: The Mathematics and Methods of Quantum Computing
Pratyush Tiwary	Ph.D., Materials Science, California Institute of Technology	Associate Professor	Curriculum Advisor
Konstantina Trivisa	Ph.D., Applied Mathematics, Brown University	Professor	MSQC 601: The Mathematics and Methods of Quantum Computing

OES In-House Market Research: Other Institution Comparison										
Institution	Website	Delivery Method	Degree Name & Type (MPS, MA, MS, MPH, etc.)	# of Credits	Program Duration	Quantum Computing -Masters Tuition (course or credit)		Target Population	Prior Education/ Pre-Requisites	Notes
						Resident	Non-Resident			
Big Ten Institutions										
Indiana University Bloomington	https://qis.iu.edu/academics/index.html	F2F	Quantum Informational Science (QIS), MS	30 credits	In as little as one year, (two full semesters and one summer session)	\$10,630/year	\$30,704/year	Our MS degree program is designed to bridge students from a wide variety of BS degree-level backgrounds with the knowledge and skills needed to join the new field. Although many of the advances in QIS came from people with PhD-level backgrounds in math/chemistry/physics and similar areas, in the near future, companies foresee that the QIS field will require people who can combine an understanding of QIS concepts with significant knowledge from a variety of fields. Our MS degree program can be used to prepare you for jobs in the developing QIS industry or for other degree programs.	Must have a bachelor's degree, minimum GPA of 3.0 about the science and technology where quantum processes are hosted. Demonstrate proficiency in the English language. Do offer a non-credit "bootcamp" before the start of the program to help bring entrants into the program with a common point of understanding	Specialized courses provide you with opportunities to apply quantum concepts and/or to learn about the science and technology where quantum processes are hosted. Specializations include: Quantum Information and Simulation including mathematical and computational models of quantum computation and simulation, and complexity theory. Quantum Materials and Sensing including topological electron systems, strange metals, superconductors, theoretical physics and chemistry, photonics, nano-engineering, and quantum measurement. Quantum Applications and Operations including optimization problems, quantum algorithms, logistics, operations research, and machine learning.
Northwestern University	https://www.mccormick.northwestern.edu/electrical-computer/academics/graduate/masters/electrical-engineering/quantum-computing-and-photonics.html	F2F	Electrical and Computer Engineering-Quantum Computing and Photonics Specialization	12 Unit (Courses)	not noted	\$19,978/term		This track will prepare you for a career in the full range of fields in quantum information sciences to meet the challenges of this cutting-edge technology. In this multi-disciplinary field, you will acquire foundational skills in four key areas including quantum computation, quantum communication, quantum sensing, and fundamental quantum science. Additionally, you will also learn how to apply both theoretical and practical knowledge to design quantum algorithms, circuitry, cryptography, optical systems, communication protocols, and more.	For its master of science in electrical engineering program, the Department of Electrical and Computer Engineering looks for students who have a solid undergraduate background in electrical engineering and a desire to progress further into the field. A typical applicant is expected to have a Bachelor of Science in Electrical Engineering, Computer Engineering, or a related discipline from a recognized institution. Highly qualified candidates with other academic backgrounds may also be considered.	Have 3 degree options: Thesis Degree, Project Degree, and Course Degree
Penn State University Park	https://bulletins.psu.edu/graduate/programs/majors/engineering/science-mechanics/text	F2F	Engineering Science and Mechanics, MS (research opportunities in Quantum Computation and Informational Sciences)	32 credits	Intense 1 year program	\$1,086/credit	\$1,803/credit	The Master of Science in Computer Science and Engineering programs requires the completion of 30 credits. Students interested in an M.S. in CSE should have already successfully completed Operating Systems Design and Construction, Introduction to Computer Architecture, Programming Language Concepts, Data Structures and Algorithms, and Logical Design of Digital Systems or Introduction to the Theory of Computation. The program provides students with a thorough grounding in the new discipline of quantum information and quantum computing. This begins with a study of the relevant parts of quantum theory, and proceeds to quantum gates, measurements, algorithms, quantum error correction and decoherence. Quantum communication theory and the secure transmission of information are also covered. The supporting areas of statistical mechanics, solid-state physics, and atomic physics will form part of the classroom training. Just as important, the program gives students a mastery of the advanced lab skills involved in quantum computation. Finally, all students have the opportunity to get involved in original research.	Applicants who hold a baccalaureate degree in engineering, the sciences, mathematics, engineering science, and materials who present at least a 3.00 grade-point average will be considered for admission	There is a non-thesis track for the same program. The one-year intensive master's degree program is meant to prepare students for work in industry. As such, there is no thesis required, although a final paper is required during the last semester of the program.
University of Wisconsin-Madison	https://www.physics.wisc.edu/graduate/msqoc-prospective-students/	F2F	Physics: Quantum Computing, MS (MSPQC)	30 credits	Accelerated 1 year program (Fall, Spring, Summer)	\$1600 per credit		The PhD in Quantum Computing is a unique doctoral program designed to meet the immediate industry need for innovative researchers and practitioners. Professionals will graduate with the skills necessary to become key leaders in the advancement, expansion, and support of the this rapidly growing industry.	Admissions Materials: Three letters of recommendation, Official transcripts, Resume/CV, Statement of Purpose: Address relevant experiences and future research/industry interests and goals. Communicate motivations for pursuing the MSPQC, and convey how interests/experiences align with the strengths of the UW-Madison program. NOTE: GRE scores are NOT required and will not be considered.	Degree began in 2019, claims to be the first.
State of Maryland System Institutions: Overseen by MHEC (http://mhec.maryland.gov/publications/Pages/research/index.aspx)										
Capitol Technology University	https://www.capttechu.edu/degrees-and-programs/doctoral-degrees/quantum-computing-phd	Online	Quantum Computing, PhD	60 credits	not noted	\$933 per credit		The PhD in Quantum Computing is a unique doctoral program designed to meet the immediate industry need for innovative researchers and practitioners. Professionals will graduate with the skills necessary to become key leaders in the advancement, expansion, and support of the this rapidly growing industry.	All students interested in applying for a doctoral degree need a master's degree in a relevant field, a resume showing a minimum of 5 years of directly related work experience plus 2 completed recommendation forms.	The PhD program offers 2 degree completion requirement options. 1. Thesis Option: The student will produce, present, and defend a doctoral dissertation after receiving the required approvals from the student's Committee and the PhD Review Boards. 2. Publication Option: the student will produce, present and defend their original doctoral research and produce three published as articles in high-impact journals identified by the university and the student's Committee. Students must receive the required approvals from the student's Committee and the PhD Review Board prior to publication.
Morgan State University	https://www.morgan.edu/advanced-computing/ms/ms_advanced-computing	F2F/Online	Advanced Computing, MS	30	Can be completed in 12 months and 16 months for the thesis option	\$464/credit	\$912/credit	This new program is designed for students who have recently completed a bachelor's degree program in Computer Science or a related field and wish to enhance their career, explore research opportunities in Computer Science, and apply their acquired skills in multi-disciplinary teams or for specific focus. The program also meets the need of students who are already in the workforce and wish to update or improve their knowledge of current computer science.	Only students with an undergraduate cumulative grade point average of 3.0 will be considered for admission. Students with an undergraduate cumulative GPA of between 2.5 and 2.99 may be considered for conditional admission. Post-bachelor's undergraduate credits will not be used to enhance G.P.A. requirement for admission to graduate study. For admission to graduate study an applicant must: Have earned a bachelor's degree from a regionally accredited college or university. The undergraduate record must be of such quality as to promise successful achievement at the graduate level.	
Colleges & Universities in the Washington DC - Baltimore MD area										
No Washington DC-Baltimore MD area Quantum Computing Masters Programs										
Other Major Institutions Offering Similar Programs										
Duke University	https://ece.duke.edu/masters/study/quantum-computing	F2F	Master of Science in Electrical and Computer Engineering with a Quantum Computing Concentration (MS)	30 credits	3 semesters	\$31,310 fulltime per semester, after 3 semesters charged \$3,478 per credit		Duke ECE is home to international leaders in information physics research, embodied in pathbreaking programs in metamaterials, quantum devices, and optical systems. Master's students will learn from faculty team with deep interdisciplinary research strengths and a track record of entrepreneurship and innovation.	Three letters of recommendation, Statement of Purpose, GRE optional	The ECE Quantum Computing MS has two tracks: 1. The Software Track prepares students to program and control quantum information devices and builds off the well-established Software Development Concentration 2. The Hardware Track focuses on the design, fabrication and testing of quantum devices
University of California, Los Angeles, UCLA	https://qct.ucla.edu/	F2F	Masters of Quantum Science and Technology (MQST)	36 units (9 courses)	1 year (Fall, Winter, Spring)	\$51,174 program cost		The UCLA Master of Quantum Science And Technology is a professional degree program designed to prepare students for careers in research and development of quantum technologies. The degree addresses the needs of both students and industry, tailored to those who wish to pursue technical positions that require a unique combination of specialized knowledge and skills. The program consists of a rigorous interdisciplinary course curriculum, a year-long program of laboratory skills development, and an industry-relevant capstone internship.	Bachelor's degree, 3 letters of recommendation, Statement of Purpose, and a Personal Statement	The UCLA Master of Quantum Science and Technology is a one-year, full-time program that begins in Fall and concludes at the end of the following Summer quarter. The program consists of nine courses (36 units), an internship, and a capstone presentation on the internship. The core courses are designed specifically for the MQST program. The MQST curriculum emphasizes breadth and laboratory work and will equip students to apply their skills in diverse settings.

Five-Year Enrollment Trends		
Year	Capitol Technology University	Morgan State University
	Quantum Computing, PhD	Advanced Computing, MS
2016	N/A	N/A
2017	N/A	N/A
2018	N/A	N/A
2019	N/A	N/A
2020	2	2
2021	7	10
Projected		
Five-Year Degree Recaps		
Year	Capitol Technology University	Morgan State University
	Quantum Computing, PhD	Advanced Computing, MS
2017	N/A	N/A
2018	N/A	N/A
2019	N/A	N/A
2020	N/A	N/A
2021	0	0
2022	0	2

<http://mhec.maryland.gov/publications/Pages/research/index.aspx>

Enrollment Trends: Go to "Enrollment Reports" then "Trends in Fall Enrollment by Program"

Degree Recaps: Go to "Student Outcomes" then "Trends in Degrees and Certificates by Program"

OES In-House Market Research: Projected Employment Information				
Quantum Computing				
Occupation	# of Jobs in the Field	Where Professionals are Employed	Professional Salary Information	Projected Job Growth
Information from U.S. Bureau of Labor Statistics' Occupational Outlook Handbook (https://www.bls.gov/ooh/)				
Physicists and Astronomers	25,200	<p>Astronomers held about 2,200 jobs in 2021. The largest employers of astronomers were as follows: Research and development in the physical, engineering, and life sciences-41% Colleges, university, and professional schools; state, local, and private-24% Federal government, excluding postal service-22%</p> <p>Physicists held about 23,000 jobs in 2021. The largest employers of physicists were as follows: Scientific research and development services-44% Federal government, excluding postal service-15% Colleges, universities, and professional schools; state, local, and private-12% Ambulatory healthcare services-2%</p>	<p>\$147,450/year \$70.89/hour</p>	Job Outlook, 2021-31: 8% (Faster than average)
Computer and Information Research Scientists	33,500	<p>Federal government, excluding postal service-31% Computer systems design and related services-20% Research and development in the physical, engineering, and life sciences -16% Software publishers-6% Colleges, universities, and professional schools; state, local, and private-5%</p>	<p>\$131,490/year \$63.22/hour</p>	Job Outlook, 2021-31: 21% (much faster than average)
Information from State of Maryland's Occupational and Industry Projections				
Physicists and Astronomers	2,010	Maryland is the highest employment level in Physicists and the third highest concentration of jobs.	\$134,648/year	8% (as fast as average)
Computer and Information Research Scientists	2,220	Maryland is the third highest employment level and is the state with the highest concentration of jobs.	\$123,324/year	4.9% (slower than average)

DATE: September 16, 2022

TO: Alfredo Nava-Tudela , Director of Scientific Computing, ant@umd.edu,
Institute for Physical Science and Technology

FROM: On behalf of the University of Maryland (UMD) Libraries:

Sarah Weiss, STEM and Open Science Librarian, srweiss@umd.edu

Maggie Saponaro, Director of Collection Development Strategies, msaponar@umd.edu

Daniel Mack, Associate Dean, Collection Strategies & Services, dmack@umd.edu

RE: Library Collection Assessment to support a new program – Masters of Professional Studies in Quantum Computing

We are providing this assessment in response to a proposal by the Institute for Physical Science and Technology in the College of Computer, Mathematical, and Natural Sciences (CMNS) to create Masters of Professional Studie in Quantum Computing. The Institute for Physical Science and Technology asked that we at the University of Maryland Libraries assess our collection resources to determine how well the Libraries support the curriculum of this proposed program.

Serial Publications

The University of Maryland Libraries currently subscribe to a large number of scholarly journals—almost all in online format—that focus on quantum computing.

The Libraries subscribe to most of the top ranked journals, based on Journal Impact Factor (JIF), that are listed in the Quantum Science and Technology category in the 2021 Science Edition of *Journal Citation Reports*.¹

The Libraries subscribes to top journals in this category, which are available online:

- *Progress in Quantum Electronics* (#2)
- *IEEE Journal of Selected Topics in Quantum Electronics* (#9)
- *Classical and Quantum Gravity* (#10)
- *Optical and Quantum Electronics* (#11)
- *IEEE Journal of Quantum Electronics* (#12)

¹Note: *Journal Citation Reports* is a tool for evaluating scholarly journals. It computes these evaluations from the relative number of citations compiled in the *Science Citation Index* and *Social Sciences Citation Index* database tools.

- *International Journal of Quantum Chemistry* (#13)
- *Quantum Information Processing* (#14)
- *Quantum Electronics* (#15)

Some of the journals are open access and available online:

- *npj Quantum Information* (#1)
- *PRX Quantum* (#3)
- *EPJ Quantum Technology* (#4)
- *npj Quantum Materials* (#5)
- *Quantum* (#7)
- *Quantum Topology (last 2 years are OA)* (#16)

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

Databases

The Libraries' *Database Finder* (<https://lib.guides.umd.edu/az.php>) offers online access to databases that provide indexing and access to scholarly journal articles and other information sources. Many of these databases cover subject areas that would be relevant to this proposed program. Databases that would be useful in the field of quantum computing include *ACM Digital Library*, *ArXiv*, *IEEEExplore*, and *NTIS (National Technical Reports Library)*. Also, three general/multidisciplinary databases, *Academic Search Ultimate (EBSCO)*, *Web of Science (Clarivate Analytics)* and *ScienceDirect (Elsevier)* are good sources of articles relevant to this topic.

In many—and likely in most—cases, these indexes offer full text copies of the relevant journal articles. In those instances in which the journal articles are available only in print format, the Libraries can make copies available to students through the Libraries' Interlibrary Loan (ILL) service (<https://www.lib.umd.edu/find/request-digital/ILL/how-article>). (Note: See ILL section below.)

Monographs

The Libraries regularly acquire scholarly monographs in quantum computing and allied subject disciplines. Monographs not already part of the collection can usually be added upon request. Most monographs in this subject area are available as e-books. Relevant eBook collections for this program include: *Morgan & Claypool Synthesis Digital Library*, *IEEE/Wiley eBooks*, *IET Digital Library*, and *SIAM*

eBooks. Even in instances when the books are only available in print, students will be able to request specific chapters for online delivery through the Interlibrary Loan program.²

A search of the University of Maryland Libraries' WorldCat UMD catalog was conducted, using a variety of relevant subject terms. For example, using the search string <kw:("quantum computing") OR kw:("quantum information theory")> resulted in the citations of almost 700 books that we own here at UMD. A further search revealed that the Libraries' membership in the Big Ten Academic Alliance (BTAA) dramatically increases these holdings and citations as the same search string returns upwards of 2,000 results. As with our own materials, students can request that chapters be copied from these BTAA books if the books are not available electronically.

Interlibrary Loan Services

Interlibrary Loan services (<https://www.lib.umd.edu/find/request/ILL>) provide online delivery of bibliographic materials that otherwise would not be available online. As a result, remote users who take online courses may find these services to be helpful. Interlibrary Loan services are available free of charge.

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

Additional Materials and Resources

In addition to serials, monographs and databases available through the University Libraries, students in the proposed program will have access to a wide range of media, datasets, software, and technology. Media in a variety of formats that can be utilized both on-site and via ELMS course media is available at McKeldin Library. GIS Datasets are available through the GIS Data Repository (<https://www.lib.umd.edu/research/services/gis>) while statistical consulting and additional research support is available through the Research and Learning department (<https://www.lib.umd.edu/research>) and technology support and services are available through the Terrapin Learning Commons Tech Desk (<https://www.lib.umd.edu/visit/libraries/mckeldin/techdesk>) and the STEM Library (<https://www.lib.umd.edu/visit/libraries/stem>).

The subject specialist librarian for the discipline, *Sarah Weiss*, also serves as an important resource to programs such as the one proposed. Through departmental partnerships, subject specialists actively

² Note: Please note that one limitation of these services that might create some challenges for online students is that the Libraries are not allowed to make online copies of entire books. The only way that a student can get access to a print copy of an entire book is to physically come to the Libraries and check out that book.

develop innovative services and materials that support the University's evolving academic programs and changing research interests. Subject specialists provide one-on-one research assistance online, in-person, or via the phone. They also provide information literacy instruction and can provide answers to questions regarding publishing, copyright and preserving digital works.

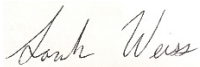
Other Research Collections

Because of the University's unique physical location near Washington D.C., Baltimore and Annapolis, University of Maryland students and faculty have access to some of the finest libraries, archives and research centers in the country vitally important for researchers in quantum computing. These include the National Institute of Technology, the National Library of Medicine, the Library of Congress, the National Archives to name just few.

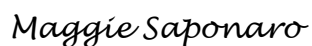
Conclusion

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

Respectfully submitted:



Sarah Weiss



Maggie Saponaro



Daniel Mack

MS in Quantum Computing					
Five-Year Program Budget					
Tuition Revenue	Year 1	Year 2	Year 3	Year 4	Year 5
A. Total enrolled students	9	19	20	21	23
First year enrollment	9	10	10	11	12
Second year enrollment		9	10	10	11
B. Total # of 3-credit Courses (by enrollment year)	8	10	10	10	10
# of courses offered for students in year one of the program	8	8	8	8	8
# of courses offered for students in year two of the program		2	2	2	2
C. Per Course Rate	\$4,000	\$4,120	\$4,244	\$4,371	\$4,502
Total Tuition Revenue	\$288,000	\$403,760	\$424,360	\$472,058	\$531,240
Direct Expenses	Year 1	Year 2	Year 3	Year 4	Year 5
A. Instructor Salaries and Fringe	\$157,556	\$173,936	\$179,154	\$184,529	\$190,065
1. Subtotal: Instructor salaries	\$121,290	\$133,900	\$137,917	\$142,055	\$146,316
Average 3-credit course salary	\$13,000	\$13,390	\$13,792	\$14,205	\$14,632
Program specific courses (100% FTE)	9	9	9	9	9
Shared courses (33% FTE)	1	1	1	1	1
2. Fringe Benefits: 29.9%	\$36,266	\$40,036	\$41,237	\$42,474	\$43,749
Total Direct Expenses	\$157,556	\$173,936	\$179,154	\$184,529	\$190,065
Total Annual Tuition Revenue	\$288,000	\$403,760	\$424,360	\$472,058	\$531,240
Total Annual Direct Expenses	\$157,556	\$173,936	\$179,154	\$184,529	\$190,065
Total Annual OES Administrative Fee	\$28,800	\$40,376	\$42,436	\$47,206	\$53,124
Annual Distributable Revenue	\$101,644	\$189,448	\$202,770	\$240,323	\$288,051
Indirect Expenses					
	Year 1	Year 2	Year 3	Year 4	Year 5
Administrative Salaries and Fringe	\$53,692	\$55,303	\$56,962	\$58,671	\$60,431
1. Administrative Salaries	\$39,596	\$40,784	\$42,007	\$43,268	\$44,566
Director (20% FTE)	\$25,846	\$26,621	\$27,420	\$28,243	\$29,090
Faculty Director Stipend	\$15,000	\$15,450	\$15,914	\$16,391	\$16,883
Program Manager (33% FTE)	\$13,750	\$14,163	\$14,587	\$15,025	\$15,476
2. Fringe Benefits: 35.6%	\$14,096	\$14,519	\$14,955	\$15,403	15,865
Hourly Wages	\$38,736	\$51,648	\$52,552	\$53,474	\$54,414
1. Hourly Wages	\$36,000	\$48,000	\$48,840	\$49,697	\$50,571
Graders for program specific courses (\$6K per course)	30,000	42,000	42,840	43,697	44,571
Graders for shared courses (\$2K per course)	6,000	6,000	6,000	6,000	6,000
2. Hourly Wages Benefits: 7.6%	\$2,736	\$3,648	\$3,712	\$3,777	\$3,843
Marketing	\$2,500	\$2,575	\$2,652	\$2,732	\$2,814
1. Marketing	2,500	2,575	2,652	2,732	2,814
Equipment	\$1,500	\$1,545	\$1,591	\$1,639	\$1,688
1. Equipment	1,500	1,545	1,591	1,639	1,688
Travel & Recruitment	\$1,500	\$1,545	\$1,591	\$1,639	\$1,688
1. Travel & Recruitment	\$1,500	\$1,545	\$1,591	\$1,639	\$1,688
Total Indirect Expenses	\$97,928	\$112,616	\$115,349	\$118,155	\$121,035
Net Revenue	Year 1	Year 2	Year 3	Year 4	Year 5
OES Distribution to CMNS	\$101,644	\$189,448	\$202,770	\$240,323	\$288,051
Indirect Expenses	\$97,928	\$112,616	\$115,349	\$118,155	\$121,035
Balance	\$3,716	\$76,832	\$87,421	\$122,169	\$167,016

Learning Outcomes and Assessment

Learning Outcomes

Explain principles of quantum physics as they apply to quantum computing.

Develop quantum computing programs and implement them on quantum computing platforms.

Distinguish the elements of a quantum computing algorithm and differentiate it from a classical algorithm.

Describe current quantum computing hardware, and examine the effects of its current state of maturity on the design of quantum computing algorithms.

Discuss and implement quantum computing paradigms to solve problems in quantum networks and quantum machine learning.

Compare quantum thermodynamics and quantum information theory and how they relate to classical information theory.

Assessment for Learning Outcomes

Assessment for learning outcomes will be done via graded quizzes, exams, and assignments.

Assignments will include a variety of professional focused work products where students will be applying learning to real life examples, such as quantum encryption and quantum key distribution, quantum chemistry, discrete combinatorial optimization, and quantum telecommunications. These applied learning and experiential opportunities will consist of case studies, simulations and oral presentations. To create this body of work students will need to demonstrate proficiency writing code in cloud quantum computing environments such as Amazon Braket, IBM Quantum, Azure Quantum, or similar cloud options.

MSQC601: The Mathematics and Methods of Quantum Computing

Learning objectives

The aim of quantum mechanics is to describe the movement of the atomic particles that matter is composed of. It is a mechanical theory that replaces classical mechanics in the domain of the microscopic world. Its origin dates back to the works of Heisenberg and Schrödinger. This theory has borne many technological advancements of which its latest ramification has been the development of quantum computers. This course will provide the student with the necessary mathematical tools and background knowledge to understand, model, and conceptualize quantum computing building blocks and systems.

Course outline - (under revision, see working copy of course)

Elements of real and complex analysis
Linear Algebra Review
Probability Review
Numerical Optimization
Elements of Differential Equations
Introductory Functional Analysis
Basic Notions of Quantum Mechanics
Elements of Theory and Practice of Computation
Quantum Gates and Circuits for Elementary Calculations

Prerequisites

Advanced calculus, linear algebra.

Grading

Quizzes (20%)
Homework (40%)
Midterm exam (20%)
Final exam (20%)

MSQC602: Physics of Quantum Devices

Learning objectives

An introduction to quantum physics with emphasis on topics at the frontiers of research, and developing understanding through exercises.

The Physics of the very small course aims to build a bridge between natural principles such as light and atoms and a variety of modern applications.

This course will provide the student with the necessary physical intuition and background information on quantum physics so that to be able to understand and appreciate a variety of applications in quantum computing such as quantum currency, encryption, random number generation. A **quantum money** scheme is a quantum cryptographic protocol to create and validate banknotes which are impossible to forge. Encryption is a means **of securing digital data using one or more mathematical techniques**, along with a password or "key" used to decrypt the information. **Random number generation** is a process by which, often by means of a **random**

number generator (RNG), a sequence of numbers or symbols that cannot be reasonably predicted better than by **random** chance is generated. This means that the particular outcome sequence will contain some patterns detectable in hindsight but unpredictable to foresight.

Course outline

The Schrödinger equation

Probabilities and probability amplitudes

Qubits

Waves: $c = \lambda v$

Interference and polarization of light

Quantization of light: $E = h\nu$

Projective measurement: optical polarization

Superposition principle: optical polarization

State preparation/analysis with polarizers and beamsplitters

Quantum random number generation

Quantum money

Quantum cryptography

Parametric down conversion/correlated photons

Recent photon Einstein-Podolsky-Rosen experiments

Optical and material qubits (spins)

Quantum gate operations

Prerequisites

Advanced calculus, algebra, linear algebra, elements of differential equations, complex numbers.

Grading

Quizzes (20%)

Homework (40%)

Midterm exam (20%)

Final exam (20%)

MSQC603/MSML603: Principles of Machine Learning

Learning objectives

Machine learning aims to make computer systems learn from experience. Learning systems are not manually programmed to solve a problem, but instead they are based on examples of how they should behave, or from trial-and-error experience trying to solve the problem. This requires learning algorithms to specify how the system should change its behavior as a result of experience. Machine learning is an interdisciplinary field, with historical roots in computer science, statistics, pattern recognition, and even neuroscience and physics. This course will focus on the classic machine learning methods that have been valuable and successful in practical applications. This course will cover various methods, with the aim of explaining the circumstances under which each is most appropriate. We will also discuss more advanced deep neural networks.

Course outline

Decision Tree
Linear regression
Logistic regression
SVM
Boosting
Clustering
Dimensionality reduction
Autoencoders (standard, denoising, contractive, etc etc)
Variational Autoencoders
Convolutional Neural Networks
Adversarial Generative Networks
Generative models and Discriminative models
Generative models with different data representations
Dynamical systems: RNNs
Attention and Memory Models
Applications with supervised and unsupervised learning

Prerequisites

Linear Algebra, Analysis, Probability, some notions of Signal Processing, and Numerical Optimization.

Grading

Homework (25%)

- Presentation including demonstration of running results with code
- Presentation about paper reviewing

Final project (15%)

- Project proposal in your own area with deep learning (middle term presentation)
- Final presentation to show your results

Final exam (60%)

MSQC604: Quantum Computing Architectures and Algorithms

Learning objectives

Quantum computing aims to utilize quantum properties of matter to efficiently solve problems that classical computing systems would take too long to solve. This course reviews modern noisy-intermediate scale quantum (NISQ) quantum computing architectures and algorithms for these platforms. We focus on mapping of optimization and machine learning problems onto NISQ architectures and also discuss how to leverage state-of-the-art classical simulation methods for these quantum-inspired algorithms. We review several NISQ architectures and associated software interfaces, we analyze performance for optimization and statistical sampling. We survey current literature to review and implement methods for mapping optimization and machine learning problems onto NISQ architectures and modern simulators and use them to solve and study example problems.

Course outline

Introduction to quantum computing (QC)

- Introduction to key mathematical concepts and notations for quantum computation
- Mathematical description of qubit mechanics
- Mathematical description of qubit controls and quantum gates
- Quantum logic gates

Overview of basic concepts and vocabulary of QC

- FTQ - Fault tolerant QC
- NISQ - Noisy intermediate scale QC
- Architecture types (superconducting, ion-trap, photon, neutral atom, annealing)
- Quantum computing extensions of key linear algebra operations
- Quantum computing extensions to key probability concepts

Algorithms & Analysis

- Mapping problems onto Ising model/Boltzmann Machines
- Overview of quantum algorithms landscape
- Optimization & Sampling methods
- Quantum Annealing
- QAOA (Quantum Approximate Optimization Algorithm)
- Trainability of quantum neural networks and barren plateaus

Software tools for QML & Optimization

- Tensorflow/PyTorch
- Cirq, Qiskit, Forrest, Ocean
- Tensorflow Quantum

Quantum Machine Learning

- Boltzmann machines
- Born machines
- Support Vector Machines
- Boosting
- Energy-based models
- Variational Autoencoders
- GANs

Prerequisites

MSQC601 The Mathematics and Methods of Quantum Computing,

MSQC602 The Physics of the Very Small and its Technological Ramifications

Grading

Quizzes (20%)

Homework (40%)

Midterm exam (20%)

Final exam (20%)

MSQC605: Advanced Quantum Computing and Applications

Learning objectives

When Richard Feynman first introduced the concept of quantum computers it was posed for the purpose of simulating nature. Today quantum simulation remains one of the likely first applications to benefit from quantum computers. This course introduces key concepts required for quantum simulation, and builds tools for performing quantum simulation using state-of-the-art architectures. We introduce classical schemes, like tensor networks, and machine learning approaches, that can be used for these simulations on CPU/GPU architecture. We survey current literature to review and implement methods of quantum simulation and use them to solve and study example problems.

Course Outline

Introduction to quantum simulation (QC)

- Introduction to quantum chemistry & materials

Quantum simulation algorithms

- Quantum Fourier Transform
- Quantum Phase Estimation
- Variational Quantum Eigensolver
- Hamiltonian simulation
- Quantum Monte Carlo

Methods for Quantum Simulation

- Tensor networks
- Matrix Product States
- Density matrix renormalization group
- Machine learning approaches for simulation

Prerequisites

MSQC604 Quantum Computing Architectures and Algorithms

Grading

Quizzes (20%)

Homework (40%)

Midterm exam (20%)

Final exam (20%)

MSQC606: Practical Quantum Computing

Learning objectives

Quantum computation is a rapidly growing field at the intersection of physics and computer science, electrical engineering and applied math. While instrumentation of quantum computers is in its infancy, quantum algorithms are being developed to provide efficient solutions to various computational problems.

This course covers basic quantum computing, including quantum circuits, significant quantum algorithms, and hybrid quantum-classical algorithms, with focus on applying the concepts to

programming existing and near-future quantum computers. Example codes, homework assignments, and class projects will employ Python modules to handle the data exchange with quantum computers.

Course Outline

Single-qubit systems: properties, representations, basic operations

Tutorial (optional): basics of Python programming language using Jupyter notebooks. [Franz, make this part of the course, don't mark it as optional - Alfredo comment]

Multi-qubit systems: superposition, entanglement, controlled operations.

Applications: teleportation, quantum repeater (entanglement swapping).

Basic quantum algorithms:

- Grover's algorithm; Quantum Amplitude Amplification
- Quantum Fourier Transform
- Quantum Phase Estimation
- Shor's algorithm: factoring and period finding
- Hamiltonian simulation

State of instrumentation:

- Superconductors, photonic networks, quantum dots, neutral atoms traps, ion traps; (optional: visit of IonQ headquarters)
- Quantum error correction and mitigation methods

Near-term algorithms:

- Quantum annealing
- Quantum approximate optimization algorithm
- Variational quantum eigensolver
- SLE solver: HHL and derived algorithms
- Quantum Machine Learning: qSVM, qPCA, qGAN

Prerequisites

MSQC601 The Mathematics and Methods of Quantum Computing

MSQC602 The Physics of the Very Small and its Technological Ramifications

Grading

Homework (50%)

- Programming exercises: application of introduced concepts and methods

Final project (20%)

- Worked-out project using a near-term quantum algorithm

Midterm exam (15%)

Final exam (15%)

MSQC607: Advanced Topics in Quantum Computing

Learning objectives

This course will showcase a variety of topics from which students can select one, or come up with one of their own, and proceed to study it in depth. The students will make presentations of their findings to class by citing literature and code implementations where appropriate, and culminate with the writing of a scholarly paper on the topic chosen.

Course Outline

Prerequisites

All previous core courses

Grading

Quizzes (20%)

Homework (40%)

Midterm exam (20%)

Final exam (20%)

MSQC610: Quantum Machine Learning

Learning objectives

In this course we explore what quantum computing can contribute to data mining and machine learning. We focus on exploring what kind of speedups are possible using quantum computing as well as the storage capacity of quantum associative memories, for example.

Course Outline

Prerequisites

Grading

Quizzes (20%)

Homework (40%)

Midterm exam (20%)

Final exam (20%)

MSQC611: Quantum Networks

Learning objectives

The need to communicate in a network the quantum states of qubits will necessitate the existence of a “quantum Internet.” Quantum signals are weak and very fragile and in general cannot be copied or amplified. The area of quantum networking explores how to combine well established networking techniques with quantum repeaters to transmit quantum information over long distances. In this course we explore quantum repeaters and their applications to telecommunications.

Course Outline**Prerequisites****Grading**

Quizzes (20%)

Homework (40%)

Midterm exam (20%)

Final exam (20%)

MSQC612: Quantum Computing Hardware**Learning objectives**

There are a variety of technologies that implement qubits. In this course we explore these technologies.

Course Outline**Prerequisites****Grading**

Quizzes (20%)

Homework (40%)

Midterm exam (20%)

Final exam (20%)

MSQC613: Quantum Monte Carlo and Applications (course still under revision)**Learning objectives**

In this course we study the quantum Monte Carlo method and explore applications in diverse areas ranging from correlated systems, chemistry, quantum mechanic systems simulations.

Course Outline**Prerequisites****Grading**

Quizzes (20%)

Homework (40%)

Midterm exam (20%)

Final exam (20%)

MSQC614: Quantum Information Theory**Learning objectives**

Quantum information theory synthesizes three major themes: quantum physics, computer science, and information theory. At the core of information theory lies the work of Claude E. Shannon, which we review in this course, and we present and study three problems related to his work and subsequent extension to quantum computing. These are, compressing quantum

information, transmitting classical and quantum information through noisy quantum channels, and quantifying, characterizing, transforming, and using quantum entanglement.

Course Outline

Prerequisites

Grading

Quizzes (20%)

Homework (40%)

Midterm exam (20%)

Final exam (20%)

MSQC615: Quantum Thermodynamics

Learning objectives

Quantum thermodynamics is an emerging field that offers fundamental insights into energy, information, and their relationship. Thermodynamics originally described “classical” systems—everyday objects formed from many particles. The theory has recently extended to the quantum domain of single electrons and few atoms, which behave in ways impossible for everyday objects. For example, quantum particles correlate strongly through “entanglement,” which gives one particle a surprisingly large amount of information about others. We will explore how scientists are leveraging such quantum phenomena in technologies such as quantum computers.

Course Outline

Prerequisites

Grading

Quizzes (20%)

Homework (40%)

Midterm exam (20%)

Final exam (20%)



Establish a Bachelor's Program in International Relations (Senate Document #23-24-22)

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

REVIEW DATES SEC – January 23, 2024 | SENATE – February 6, 2024

VOTING METHOD In a single vote

RELEVANT POLICY/DOCUMENT

NECESSARY APPROVALS Senate, President, USM Board of Regents, and the Maryland Higher Education Commission

ISSUE

The College of Behavioral and Social Sciences’ Department of Government and Politics proposes establishing a Bachelor's Program in International Relations. The department offers a bachelor’s program in Government and Politics with an International Relations concentration, which the proposed program would replace. The new major will have both a Bachelor of Arts (B.A.) option and a Bachelor of Science (B.S.) option. The department surveyed students enrolled in the concentration and found that more than 85 percent thought a major in international relations (IR) is preferable to a concentration.

In today’s globalized world, many of our most pressing challenges involve international relations. Responses to climate change, economic crises, pandemics, and criminal activity crossing international boundaries all require some international cooperation and coordination. Breakdowns in interstate relations can have dire consequences, including, most obviously, war.

This new International Relations major will provide students with the tools to understand these critical issues and is structured around three educational objectives. First, students will develop a foundational understanding of international relations theory. Students will take a core class on international political relations (GVPT200) and more specialized courses on specific topics, including conflict, political economy, international organization, and comparative institutions. Second, students (for both the B.A. and B.S. degree options) will develop the skills necessary to pursue careers or more advanced degrees in the IR field. Careers in IR, and advanced study in IR, increasingly use data analytics. Majors will thus be required to take courses in statistics and political methodology to attain competence in data analysis. Students pursuing the B.S. degree will take more advanced coursework in this area, preparing them for careers and graduate study involving advanced data analysis in international relations. In addition, all IR majors will be required to attain basic proficiency in a foreign language, a skill needed in many IR-related careers. Finally, students majoring in IR will be strongly encouraged to take advantage of UMD’s many experiential learning opportunities (including study abroad, internships, and research assistantships) so that they develop hands-on experience that will help them succeed in future careers or educational endeavors.

The department expects to be able to offer the program with existing resources because the International Relations concentration already exists in the current Government and Politics major. There may be some increase in the overall number of students attending the University of Maryland because of the availability of a new International Relations major. Still, it is unlikely that the new bachelor's program will have a significant impact on the number of majors in the department overall. Consequently, the department expects no significant impact on current facilities, infrastructure, or instructional resources.

The proposal was approved by the Senate Programs, Curricula, and Courses committee on November 3, 2023.

RECOMMENDATION(S)

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

COMMITTEE WORK

The committee considered this proposal at its meeting on November 3, 2023. Patrick Wohlfarth and Antoine Banks, from the Department of Government and Politics, and Katherine Russell, from the College of Behavioral and Social Sciences, presented the proposal and answered questions from the committee. The committee approved the proposal.

ALTERNATIVES

The Senate could decline to approve this new academic program.

RISKS

If the Senate declines to approve this new program, the university will lose an opportunity to take an existing area of concentration and with some curricular modifications (but with no additional resources) create a new major that will be more attractive to students interested in majoring in International Relations near Washington, DC's many experiential learning and career opportunities.

FINANCIAL IMPLICATIONS

Because the concentration in International Relations already exists within the Department's Government and Politics major, there are no significant financial implications for this new program.

919: INTERNATIONAL RELATIONS MAJOR

In Workflow

1. D-GVPT Curriculum Manager (kcortes@umd.edu)
2. D-GVPT PCC Chair (pswistak@umd.edu)
3. D-GVPT Chair (abanks12@umd.edu)
4. BSOS Curriculum Manager (khall@umd.edu; gdenbow@umd.edu)
5. BSOS PCC Chair (khall@umd.edu)
6. BSOS Dean (khall@umd.edu; krussell@umd.edu; jmcgloin@umd.edu)
7. Academic Affairs Curriculum Manager (mcolson@umd.edu)
8. Senate PCC Chair (mcolson@umd.edu; wstickle@umd.edu)
9. Karmin Cortes (kcortes@umd.edu)
10. University Senate Chair (mcolson@umd.edu)
11. President (mcolson@umd.edu)
12. Board of Regents (mcolson@umd.edu)
13. MHEC (mcolson@umd.edu)
14. Provost Office (mcolson@umd.edu)
15. Undergraduate Catalog Manager (lyokoi@umd.edu; acruz130@umd.edu)

Approval Path

1. Wed, 17 May 2023 16:51:26 GMT
Karmin Cortes (kcortes): Approved for D-GVPT Curriculum Manager
2. Wed, 17 May 2023 16:54:09 GMT
Piotr Swistak (pswistak): Approved for D-GVPT PCC Chair
3. Wed, 17 May 2023 16:59:29 GMT
William Reed (wlr): Approved for D-GVPT Chair
4. Thu, 10 Aug 2023 19:47:01 GMT
Kristi Hall (khall): Approved for BSOS Curriculum Manager
5. Wed, 16 Aug 2023 18:13:31 GMT
Kristi Hall (khall): Approved for BSOS PCC Chair
6. Wed, 16 Aug 2023 18:17:10 GMT
Kristi Hall (khall): Approved for BSOS Dean
7. Fri, 27 Oct 2023 21:38:59 GMT
Michael Colson (mcolson): Approved for Academic Affairs Curriculum Manager
8. Sat, 04 Nov 2023 17:18:26 GMT
Wendy Stickle (wstickle): Approved for Senate PCC Chair
9. Tue, 05 Dec 2023 19:03:40 GMT
Karmin Cortes (kcortes): Approved for kcortes

New Program Proposal

Date Submitted: Wed, 17 May 2023 16:50:40 GMT

Viewing: 919 : International Relations Major

Last edit: Thu, 11 Jan 2024 20:51:25 GMT

Changes proposed by: Karmin Cortes (kcortes)

Program Name

International Relations Major

Program Status

Proposed

Effective Term

Spring 2024

Catalog Year

2023-2024

Program Level

Undergraduate Program

Program Type

Undergraduate Major

Delivery Method

On Campus

Departments**Department**

Government & Politics

Colleges**College**

Behavioral and Social Sciences

Degree(s) Awarded**Degree Awarded**

Bachelor of Arts

Bachelor of Science

Proposal Contact

David Cunningham, Patrick Wohlfarth, Karmin Cortes

Proposal Summary

The Department of Government and Politics (GVPT) proposes the addition of an International Relations major to be housed in GVPT. This new major would offer both a Bachelor of Arts and Bachelor of Science degree. The proposed major would replace the current IR concentration.

(PCC Log Number 23033)

Program and Catalog Information

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

The International Relations major is housed in the Department of Government and Politics, and offers a broad range of courses on conflict, political economy, international development, international organization, comparative institutions, identity, and regional politics in East Asia, Latin America, Africa and the Middle East, among other topics. Students enrolled in the International Relations major also have access to the Department of Government and Politics' many other courses in American politics, comparative politics, political theory, political methodology and formal theory, public law, and environmental policy. Its large and diverse group of students are mentored by faculty through a variety of in and out of classroom experiences and have been extremely successful in garnering campus and national awards, acceptance to competitive law and graduate programs, and exciting careers in all levels of government and the private sector. Courses offered for the International Relations major may be found under the acronym INTR, more general Government and Politics courses are found under the acronym GVPT.

PROGRAM OBJECTIVES

The International Relations major offers programs for the general student as well as for students who are interested in careers in government, the public sector, foreign assignment, teaching, a variety of graduate programs, and law schools. The program will provide a strong foundation in the study of IR and is especially aimed at students planning to pursue graduate study in IR (or a related field such as international law), careers with a large IR component (either in the public or private sector), or both. The International Relations major will also encourage students to participate in experiential learning via opportunities such as study abroad, IR-related internships, and research assistantships.

Students may choose between two curriculums, one leading to a Bachelor of Arts degree and the other to a Bachelor of Science. The Bachelor of Arts in International Relations prepares students to understand and interpret research on international relations and comparative politics. The Bachelor of Science in International Relations provides students with the tools to produce political science research focused on international relations and comparative politics through advanced training in political methodology and data analysis.

PROGRAM LEARNING OUTCOMES

Having completed the Bachelor of Arts degree program, students should have acquired the following knowledge and skills:

1. Understand basic international relations concepts including power, political institutions, international organizations, political economy, theories of the state, political conflict and war, and contending analytical and theoretical approaches.
2. Identify causes of systemic bias and discrimination against underrepresented groups and structural disadvantages of states in the Global South, such as persistent legacies of colonialism and imperialism, and critically evaluate theories and evidence on the impact of race and identity in international politics.
3. Use international relations concepts, modes of inquiry, and analytic skills to address contemporary problems in international politics, understand the politics of diversity, and encourage civic engagement.
4. B.A. track: Demonstrate familiarity with the methods, approaches, and theories used to interpret information applicable to international relations.
5. B.S. track: Understand, interpret, and produce empirical international relations research using sophisticated quantitative methodology.
6. B.A. track: Communicate key arguments and ideas in international relations effectively in writing and speaking.
7. B.S. track: Communicate key arguments and the results of empirical analyses in international relations effectively in writing and speaking.

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

In addition to the University's general education requirements, students must earn a minimum of 36 credit hours within GVPT (and no more than 42 credit hours) total within the major. At least 18 of the 36 credits must be in upper-level courses. Students who have completed or are in the process of completing 42 credits must get permission to take additional GVPT credits. A course used to fulfill one requirement for the major may not count towards any other GVPT major requirement. A minimum grade of "C-" is required in all major requirements.

Bachelor of Arts

Benchmark 1

Students must complete the following four courses within two semesters of entering the major:

- GVPT170 with a grade of C- or higher
- One 200-level GVPT course with a grade of C- or higher (may not be experiential learning)
- One of STAT100, MATH107, MATH113, MATH115, MATH120, MATH135, MATH136, or MATH140 with a grade of C- or higher
- Academic Writing with a grade of C- or higher

Note: At least one of the GVPT courses must not be from AP/IB/CLEP credit.

Bachelor of Science

Benchmark 1

Students must complete the following four courses within two semesters of entering the major:

- GVPT170 with a grade of C- or higher
- GVPT201 with a grade of C- or higher
- One of STAT100, MATH107, MATH113, MATH115, MATH120, MATH135, MATH136, or MATH140 with a grade of C- or higher
- Academic Writing with a grade of C- or higher

Benchmark 2

Students must complete the following course within one semester of completing Benchmark 1:

- GVPT320 with a grade of C- or higher

REQUIREMENTS FOR THE BACHELOR OF ARTS

Course	Title	Credits
College Requirements (https://academiccatalog.umd.edu/undergraduate/colleges-schools/behavioral-social-sciences/#collegerequirementstext)		
Required Courses		
GVPT170	American Government	3
Select one of the following:		3-4
STAT100	Elementary Statistics and Probability	
MATH107	Introduction to Math Modeling and Probability	
MATH113	College Algebra and Trigonometry	
MATH115	Precalculus	
MATH120	Elementary Calculus I	
MATH135	Discrete Mathematics for Life Sciences	
MATH136	Calculus for Life Sciences	
MATH140	Calculus I	

Foundational Courses

GVPT200	International Political Relations	3
GVPT241	The Study of Political Philosophy: Ancient and Modern	3
GVPT280	The Study of Comparative Politics	3
or GVPT282	The Politics of Global Development	

Methods Requirement

GVPT201	Scope and Methods for Political Science Research	3
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Courses of Choice

GVPT/INTR Course of Choice (any level and/or subfield)		3
GVPT/INTR Course of Choice 300-400 level (any subfield)		3
INTR Courses of Choice 300-400 level		15

Skills Requirements

ECON200	Principles of Microeconomics	3
Completion of a foreign language through the entire elementary level ¹		4-12
Quantitative Skills course ²		3
Intermediate-level foreign language course ¹		3-6

Total Credits**52-64**

¹ See GVPT website for approved foreign language course list, <https://gvpt.umd.edu/undergraduate/major-requirements> (<https://gvpt.umd.edu/undergraduate/major-requirements/>). Students may be eligible for exemption from the foreign language requirement(s) based on demonstrated language proficiency, see GVPT website for details.

² See GVPT website for approved Quantitative Skills course list, <https://gvpt.umd.edu/undergraduate/major-requirements> (<https://gvpt.umd.edu/undergraduate/major-requirements/>).

REQUIREMENTS FOR THE BACHELOR OF SCIENCE

Course	Title	Credits
College Requirements (https://academiccatalog.umd.edu/undergraduate/colleges-schools/behavioral-social-sciences/#collegerequirementstext)		
Required Courses		
GVPT170	American Government	3
Select one of the following:		3-4
STAT100	Elementary Statistics and Probability	
MATH107	Introduction to Math Modeling and Probability	
MATH113	College Algebra and Trigonometry	
MATH115	Precalculus	
MATH120	Elementary Calculus I	
MATH135	Discrete Mathematics for Life Sciences	
MATH136	Calculus for Life Sciences	
MATH140	Calculus I	
GVPT201	Scope and Methods for Political Science Research	3
GVPT320	Advanced Empirical Research	3
Foundational Courses		
GVPT200	International Political Relations	3
GVPT280	The Study of Comparative Politics	3
or GVPT282	The Politics of Global Development	
One GVPT 100-200 level course (must be IR/CP topic)		3
Methods Requirements		
GVPT/INTR Methods Course 300-400 level ¹		3
INTR Quantitative Methods Course 300-400 level ¹		3
GVPT/INTR Quantitative Methods Course 300-400 level ¹		3
Courses of Choice		

INTR Courses of Choice 300-400 level	9
Skills Requirements	
ECON200 Principles of Microeconomics	3
Completion of a foreign language through the entire elementary level ²	4-12
Quantitative Skills course ³	3
Additional Skills Course (Intermediate-level foreign language course or additional quantitative course from approved list) ^{2,3}	3
Total Credits	52-61

¹ See GVPT website for approved GVPT/INTR Methods and Quantitative Methods course options, <https://gvpt.umd.edu/undergraduate/major-requirements> (<https://gvpt.umd.edu/undergraduate/major-requirements-courses/>).

² See GVPT website for approved foreign language course list, <https://gvpt.umd.edu/undergraduate/major-requirements> (<https://gvpt.umd.edu/undergraduate/major-requirements/>). Students may be eligible for exemption from the foreign language requirement(s) based on demonstrated language proficiency, see GVPT website for details.

³ See GVPT website for approved Quantitative Skills course list, <https://gvpt.umd.edu/undergraduate/major-requirements> (<https://gvpt.umd.edu/undergraduate/major-requirements/>).

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.

See Appendix A.

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

Learning Outcomes

See above for the program-level learning outcomes for the B.A. and B.S. degrees in International Relations. See Appendix B for a description of the department's plan for assessing the Learning Outcomes.

New Program Information

Mission and Purpose

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

In today's globalized world, many of the most pressing challenges that we face involve international relations. Progress on climate change, for instance, ultimately requires international cooperation, where states bargain with each other over—among other things—commitments to reduce greenhouse gas emissions. Effective management of economic crises, or pandemics, likewise requires some degree of international cooperation and coordination. Ransomware attacks highlight the reality that criminal networks often cross international boundaries, meaning that managing the threat posed by these networks requires international cooperation. And breakdowns in interstate relations can have dire consequences, including most obviously war.

The new IR major provides students with the tools to understand these critical issues. In addition to the core class (GVPT200), students will take several big-picture classes on topics such as conflict, political economy, international organization, and comparative political institutions. Students in the major will also have access to courses taught by some of the country's leading experts on the Middle East, Africa, Latin America, and East Asia. The International Relations major will also require students to develop foreign language and data analytics skills, and it will be structured to encourage students to take advantage of experiential learning opportunities such as study abroad and IR-related internships in Washington DC.

The proposed IR major fits with the university's Mission Statement. That statement identifies the main objectives for undergraduate education at the university as "to elevate the quality and accessibility of undergraduate education, with programs that are comprehensive and challenging, and that serve students well as a foundation for the workplace, advanced study, civic engagement, and a productive, fulfilling life." The IR major will provide students with both research skills and real-world knowledge, preparing them to make contributions in their research, and in careers and graduate study.

In addition, we expect the creation of an IR major to serve a recruitment function for the university, which is consistent with the objectives in the Mission Statement to "attract large numbers of academically talented students; to enroll, retain, and graduate students from traditionally underrepresented groups; and to be the school of choice for more of the highest achieving students graduating from Maryland high schools and transferring from community colleges." Our peer universities increasingly have International Relations majors for students wishing to undertake a specialized course of study in IR grounded in political science. In the Big 10, for instance, the University of Iowa and Michigan State both offer International Relations majors. Ohio State offers a BA in World Politics that is housed in the Political Science Department, and Penn State offers an International Politics major housed in Political Science. In the DC area, Georgetown offers an International Politics major and George Mason offers a Government and International Relations major (other schools, such as George Washington and American, offer less specialized programs in International Affairs). Many other major public universities, such as UC San Diego and the University of Virginia, offer specialized IR or Foreign Affairs majors within their Political Science departments. Simply put, to an increasing degree major universities are offering students the opportunity to pursue specialized study in International Relations. By offering an IR major at Maryland, we will make it less likely that we will lose talented students to these other schools. In addition, having a B.S. degree within an International Relations major is quite unusual, and will allow us to differentiate our IR major to attract students interested in both substantive knowledge of IR and data analysis skills.

Furthermore, high schools in the U.S. are increasingly offering programs with an international focus, including a number in the DC area. For instance, Montgomery Blair High School in Maryland has a specialized program in International Studies and Law (which has an International Relations track), and Bishop O'Connell High School in Virginia has a Global Studies certificate program (which includes a Global Politics specialization). And Montgomery College has an International Studies program which is described in the catalogue as "designed for students who envision a career in the international arena and plan to transfer into the upper division of another college or university with the intention of continuing their studies in such areas as international relations or area studies." Having an IR major at UMCP will make the university more attractive to top students coming from these high school and community college programs.

In April 2023, we conducted a survey of GVPT majors to assess student interest in an international relations major, as well as in the B.S. track within that major. The survey was completed by 188 students. The results of the survey demonstrate strong interest in the proposed major. More than 85% of the respondents indicated that they either "strongly agree" (54.4%) or "somewhat agree" (31.3%) with the statement, "A 'major' in International Relations is preferable to a 'concentration' in International Relations." In addition, when we asked specifically about the Bachelor of Science degree in International Relations, over 30% of the respondents indicated that they would be either "extremely likely" (12.94%) or "somewhat likely" (18.82%) to change their major to the B.S. in International Relations if it were offered and assuming that their graduation date would not change. We take this as clear evidence that GVPT majors (particularly those in the IR concentration) would like to have an option of an IR major with both a B.A. and B.S. track. One final benefit of the IR major is that it would further prepare students for "Plus One" programs offered at the university. There are two such programs in GVPT, the Master of Arts in International Relations (MAIR) program, and the Applied Political Analytics (APAN) program, which is a joint program with the Joint Program in Survey Methodology. The International Relations track, with its focus on substantive training in international relations and comparative politics and focus on research skills, would well prepare students for each of these programs.

Program Characteristics

What are the educational objectives of the program?

The IR major is designed for students who wish to develop a deep understanding of today's complex international politics. The major is structured around three educational objectives.

First, students majoring in IR will develop a foundational understanding of international relations theory. Students enrolled in the major will take a core class on international political relations (GVPT200), along with more specialized courses on specific topics including conflict, political economy, international organization, and comparative institutions. These courses will teach students the basics of big picture questions such as: Why do wars occur? Under what conditions is international cooperation more or less likely? How do key international organizations work and what functions do they serve? Why are some countries wealthier than others? And so forth.

Second, students majoring in IR (for both the B.A. and B.S. degrees) will develop the skills necessary to pursue careers or more advanced degrees in the International Relations field. Careers in IR, and advanced study in IR, increasingly use data analytics; students majoring in IR will thus be required to take courses in statistics and political methodology so that they are able to attain competence in data analysis. Students pursuing the B.S. degree will take more advanced coursework in this area, preparing them for careers and graduate study involving advanced data analysis in international relations. In addition, IR majors will be required to attain basic proficiency in a foreign language, also a skill that is needed in many IR-related careers.

Finally, students majoring in IR will be strongly encouraged to take advantage of UMD's many experiential learning opportunities (including study abroad, internships, and research assistantships), so that they develop hands-on experience that will help them to succeed in future careers or educational endeavors.

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

N/A

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

The proposed International Relations major curriculum was developed in consultation with the department's undergraduate studies committee and GVPT faculty. Additionally, a review of international relations/international studies majors at other universities helped inform our curriculum planning process.

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

The Department of Government and Politics is strongly committed to diversity. The Department has a very active Diversity, Equity, and Inclusion (DEI) committee, led by the Associate Chair. We will work closely with that committee, as well as the BSOS Assistant Dean for Diversity, Kim Nickerson, to develop programs and strategies to advance our diversity objectives. Our diversity plans will include working closely with campus student groups that advocate for DEI so that students from groups that are traditionally underrepresented in social science majors are aware of our program and given the tools that they need to succeed in the new major.

The Department of Government and Politics is committed to supporting students and ensuring a fear-free, inclusive space where all students can thrive. GVPT recognizes non-binary gender identifications, as well as the difference between assigned biological sex and gender expression. GVPT encourages students, faculty, and staff to share and honor preferred pronouns and names.

Relationship to Other Units or Institutions

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

The proposed curriculum includes three requirements for which courses from other disciplines are needed: Benchmark math, ECON200, and the Elementary and Intermediate-level foreign language sequence. These courses are open to all majors and are existing requirements for the B.A. and B.S. tracks in the GVPT major. We do not expect the International Relations major to create additional demands for seats in these courses.

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

N/A

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

N/A

Faculty and Organization

Who will provide academic direction and oversight for the program? In an attachment, please indicate the faculty involved in the program. Include their titles, credentials, and courses they may teach for the program. Please click on the help bubble for a template to use for adding faculty information.

The GVPT Director of Undergraduate Studies (DUG) will provide academic direction and oversight for the proposed program. The DUG will consult academic matters with the GVPT Undergraduate Studies Committee as needed; the committee consists of two tenure-track faculty, one professional track faculty, two undergraduate program staff members, and two undergraduate students. See Appendix C for the list of faculty who will teach in this program.

Indicate who will provide the administrative coordination for the program

Program administration will be managed by the GVPT Associate Director of Undergraduate Studies and the GVPT Academic Advising staff.

Resource Needs and Sources

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

See Appendix D.

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

While we anticipate some increase in the number of GVPT majors as some students choose to attend University of Maryland because of the International Relations major, we are not anticipating that the International Relations major will have a large impact on the number of Government and Politics majors overall. We currently have about 1,000 majors, and have had more than that in recent years. We are therefore not expecting any significant impact on GVPT demand for facilities, infrastructure, or instructional equipment.

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

We do not anticipate the establishment of an International Relations major leading to a substantial increase in the number of GVPT majors, and therefore are not anticipating any large increase in the overall number of seats that we need to offer. The main shift will be that, to support the B.S. track in International Relations, the department will need to offer additional courses that count as "GVPT Quantitative Methods Courses" that have an IR/CP focus. We have several faculty that offer these courses already, and additional faculty interested in developing them. As such, we anticipate being able to cover the teaching for these programs with our existing instructional resources.

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

The department's existing staff will support this program. We do not anticipate the proposed program placing significant additional burdens on the department's administrative infrastructure.

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

The proposed academic program will be supported by existing instructional and staff resources.

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

Explain how there is a compelling regional or statewide need for the program. Argument for need may be based on the need for the advancement of knowledge and/or societal needs, including the need for “expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education.” Also, explain how need is consistent with the Maryland State Plan for Postsecondary Education. Please click on the help bubble for more specific information.

The International Relations major will contribute directly to the need for the advancement and evolution of knowledge. The new major will leverage the unique strengths of GVPT, its resources, and premier faculty. Students will have the opportunity to learn from leading experts in the field of international relations, and to take advantage of the wealth of opportunities available in the Washington Metropolitan area. Ultimately, we hope that the major will help to attract top students to Maryland, students who might otherwise have attended other Big Ten schools, or private research universities in the Washington DC area that offer majors in international politics. By offering an IR major to our students, we will be filling an important gap in opportunities available to Maryland residents at their flagship state university. In turn, we will be building a stronger community of students with an interest in a field of critical contemporary relevance.

The new major aligns with key principles articulated in the Maryland State Plan for Postsecondary Education. For instance, the major will offer learning opportunities of the highest quality for our students: our courses will be taught primarily by tenure and professional-track faculty, all of whom are highly accomplished in the field (see faculty information provided in Appendix C). The new major is also consistent with the principle of diversity. The Department of Government and Politics is strongly committed to diversity and the University’s expressed diversity goals. Approximately 24% of our students are students of color, and approximately 58% are women. Our diverse student population reflects the fact that we place great value on all members of the community.

The Maryland State Plan also emphasizes that “programs must support student development in critical thinking, problem-solving, and communication skills throughout the curriculum. Students should have an abundance of opportunities for career exploration and goal-setting.” The plan highlights particularly the importance of internship opportunities and the need for “focused degree plans for students with highly specific goals.” Our proposed major aligns with all of these goals. It offers a focused course of study for students deeply interested in the study of international politics, and our major will encourage and accommodate experiential learning opportunities—including especially internships in IR that leverage our location close to Washington DC. The new major will also offer a set of rigorous courses that will foster critical thinking and problem-solving skills for our students.

Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program. Possible sources of information include industry or disciplinary studies on job market, the USBLS Occupational Outlook Handbook, or Maryland state Occupational and Industry Projections over the next five years. Also, provide information on the existing supply of graduates in similar programs in the state (use MHEC’s Office of Research and Policy Analysis webpage for Annual Reports on Enrollment by Program) and discuss how future demand for graduates will exceed the existing supply. As part of this analysis, indicate the anticipated number of students your program will graduate per year at steady state.) Please click on the help bubble for specific resources for finding this information.

Students pursuing a major in international relations have a broad array of career options available to them, as the knowledge and skills that are emphasized in our proposed major have broad applicability. Many students completing the major may wish to pursue careers in the federal government, working in places like the State Department, the Department of Defense, the Department of Commerce, or the intelligence community. They might also seek careers in the broad network of think tanks and contracting companies that conduct analyses directly relevant to US foreign policy (such as, for instance, the RAND Corporation, the CNA Corporation, or the Institute for Defense Analyses). A major in international relations would also well-serve students seeking to pursue careers in the broad array of international governmental and non-governmental organizations, or those seeking to pursue careers in business or finance in today’s globalized world. And many students will undoubtedly seek post-graduate study when finished, in diverse fields such as law, business, or international studies. Some will also pursue PhDs in international relations, hoping to pursue a career in academia.

One recent book published by Georgetown University Press offers guidance to students hoping to pursue careers in international affairs.[1] The book examines a broad range of career opportunities that are available to students who specialize in the study of international relations, including careers within the US government, in international organizations, in banking, in business, in consulting, in universities and university research centers, in international development, and more. The book also includes a directory of organizations that hire in international relations; the directory extends for 80 pages.

At a macro-level, the US Government Accountability Office (GAO) released a report in 2014 on trends in the federal workforce. The report found that from 2004 to 2012, the federal non-postal civilian workforce increased by 258,882, and 94% of this increase came from three agencies directly related to international affairs: the Department of Homeland Security, the Department of Defense, and the Department of Veterans Affairs.[2] If we drill down further, the US intelligence community (IC) has “tens of thousands” of employees engaged in a broad range of careers, including many that demand expertise in international affairs; the IC actively seeks qualified applicants for its many jobs.[3] The US Foreign Service—again, a career path closely tied to an international relations course of study—currently employs approximately 13,000.[4] And obviously there are many, many other agencies in the federal government that conduct work relating to international relations. Meanwhile, a recent analysis of salaries for recent college graduates showed International Relations majors as having the 17th highest average salary out of 50 majors, behind most engineering specialties but higher than most traditional liberal arts programs, and suggesting that IR majors are in considerable demand.[5]

In sum, the job opportunities for students specializing in international relations are broad. Many students completing our new major will seek employment in the federal government, and here we have provided a snapshot of the job market there. But many students will seek to pursue graduate studies in a range of different disciplines and professional schools, and many others will seek career paths in business, finance, international organizations, etc.

According to MHEC's Office of Research and Policy Analysis webpage, approximately 4,000 BAs in various social science fields were awarded in the university system in 2019-2020. The IR major will not significantly affect this number. We anticipate the vast majority of students who will enroll in the new major will be students that would otherwise have majored in GVPT and pursued a concentration in IR. We also expect that the major will enable us to attract some students who might otherwise have attended other Big Ten schools or other universities in the DC area, but these are students who would have majored in IR anyway at some other institution. In short, we do not expect that we will be increasing the total number of people graduating with IR-related degrees. Rather, we are planning to provide those that do with a better education than they otherwise would have had access to, and we are hoping to attract some top students who might otherwise have gone elsewhere.

[1] Laura E. Cressy, Barrett G. Helmer, and Jennifer E. Steffensen, editors. *Careers in International Affairs*, Ninth Edition. Washington DC: Georgetown University Press, 2014.

[2] United States Government Accountability Office, Report to the Ranking Member, Committee on the Budget, U.S. Senate, *Federal Workforce: Recent Trends in Federal Civilian Employment and Compensation*. (GAO-14-215) January 2014.

[3] <https://www.intelligencecareers.gov/iccareers.html>

[4] <http://careers.state.gov/learn/what-we-do/mission>

[5] See "These degrees have the highest salaries in the US," (<https://www.weforum.org/agenda/2018/07/which-college-degrees-get-the-highest-salaries>).

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

Several other University System of Maryland schools have interdisciplinary majors in global studies or international studies, including Coppin State, Frostburg State, Salisbury, Towson, and the University of Maryland, Baltimore County. Our proposed major differs from these in important ways. Most importantly, these other programs are broadly interdisciplinary, and typically require students to take courses across a range of fields, including history, economics, government, geography, and area studies. Our proposed major, on the other hand, trades this sort of breadth for depth: students in the IR major will pursue an intense course of study in international relations from a political science perspective. In addition, the only one of these programs that has a B.S. track is the major in International Studies at Frostburg State University. The International Relations major in GVPT will provide rigorous training in quantitative methodology and data analysis. Our proposed major is thus very different from these other USM programs, and we expect it to have little impact on them.

The University of Baltimore has a major in Policy, Politics, and International Affairs. This major is not a specialized IR program, but rather is a broad major that combines political science, public policy, and international affairs. Our proposed IR major is much more specialized and so we see little overlap with Baltimore's program.

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

We anticipate the proposed B.S. degree having little or no impact on Maryland's Historically Black Institutions. The only HBI that has a similar major is Coppin State University, which grants a B.A. degree in Global Studies. We do not expect our program to draw students who are otherwise considering Coppin State's program because their program's focus is substantially different than our proposed IR major. We expect our International Relations major, with a B.A. and B.S. degree, to draw primarily from students who are already at University of Maryland, or those who are considering other Big Ten schools or private universities within D.C.

Supporting Documents

Attachments

Appendix A IR BA_BS Reqs & Sample Plans.pdf

Appendix D Collection_Assessment_IR_Undergraduate_2023.pdf

Appendix B LOA Assessment Plan.pdf

Appendix E SLLC support for IR major-11-16-23.pdf

Appendix C Updated_Faculty List Template_IRmajor.pdf

Appendix F1 Draft IR Budget GVPT_12-8-23.pdf

Appendix F2 Draft IR Budget GVPT_12-8-23.pdf

Key: 919

International Relations, B.A.

College of Behavioral and Social Sciences

Feller Center - Advising & Career Planning

As a University of Maryland student, you are an informed and active participant in your education. Therefore, you should:

- Know your benchmark/gateway and degree requirements
- Develop a graduation plan which leads to a timely graduation
- Review your academic audit and evaluate your career planning progress during your junior year
- Take appropriate actions to remove registration blocks and register on time
- Adhere to University and College policies and deadlines
- Be responsible for your academic actions and decisions

Academic and Career Planning advisors are here to assist you in meeting your educational and professional goals. Therefore, the College is committed to the following:

- Introducing you to major and University requirements upon your entrance to a BSOS major
- Providing assistance during academic difficulty
- Referring you to helpful campus resources
- Providing academic and career advising throughout your undergraduate career

Advising Resources

Feller Center - Advising & Career Planning

General questions, registration, exceptions to University policy, academic probation, limited enrollment questions, graduation concerns, career planning

2nd Floor Tydings Hall
(301) 405-1697

Advising Email: BSOSAadvising@umd.edu
Career Planning Email: BSOSCareers@umd.edu

Department Advising

Major requirements and courses, registration, internships, career questions, department permission for courses

****All INTR students will have mandatory advising after 90 credits****

3104 Tydings Hall
(301) 405-4168
gvptadvising@umd.edu

INTR Major Benchmarks

Benchmark Requirements: In accordance with the University's policies, the Department of Government and Politics expects students to make timely progress toward graduation. Under normal circumstances, full-time students are expected to complete their degree requirements in four years. Students should successfully complete a specific number of courses each academic year. To help measure progress during the early stages of a student's studies in government and politics, students will have to complete courses designated as benchmarks within a specified number of semesters in order to continue in the major.

Benchmark 1: Students must complete the following four courses within two semesters of entering the major:

- GVPT170 with a grade of C- or higher
- One 200-level GVPT course with a grade of C- or higher (may not be experiential learning)
- One of STAT100, MATH107, MATH120, MATH135, MATH136, or MATH140 with a grade of C- or higher
- Academic Writing with a grade of C- or higher

Note: At least one of the GVPT courses must not be from AP/IB/CLEP credit.

**** For INTR majors, more than 3 GVPT/INTR courses per semester WILL NOT be permitted****

NAME: _____

INTERNATIONAL RELATIONS - B.A.

UID: _____ DATE: _____

General Education Requirements			
Fundamental Studies			
<i>Requirements: 15 credits</i>	<i>Course</i>	<i>Credits</i>	<i>Grade</i>
AW: Academic Writing		3	
PW: Professional Writing — Taken after 60 credits		3	
OC: Oral Communication		3	
MA: Fundamental Studies Math	Benchmark Math	3	
AR: Analytic Reasoning	Could be met with Benchmark math	3	
Distributive Studies			
<i>Requirements: 25 credits</i>	<i>Course</i>	<i>Credits</i>	<i>Grade</i>
NL: Natural Sciences Lab		4	
NS: Natural Sciences		3/4	
HS: History and/or Social Sciences	GVPT170	3	
HS: History and/or Social Sciences	ECON200	3	
HU: Humanities		3	
HU: Humanities		3	
SP: Scholarship in Practice (overlap permitted with major requirement)	GVPT201	3	
SP: Scholarship in Practice (must be non-major requirement)		3	
I- Series (overlap permitted with Distributive Studies/Diversity)			
<i>Requirements: 6 credits</i>	<i>Course</i>	<i>Credits</i>	<i>Grade</i>
IS: I-Series	Could be met with GVPT Foundational Course	—/3	
IS: I-Series		—/3	
Diversity (overlap permitted with Distributive Studies and/or I-Series)			
<i>Requirements: 4–6 credits</i>	<i>Course</i>	<i>Credits</i>	<i>Grade</i>
UP: Understanding Plural Societies	GVPT200	3	
CC: Cultural Competency OR UP: Understanding Plural Societies		1—3	
TOTAL General Education Credits			
Requirements for Graduation:			
<input type="checkbox"/> Earn a C– or higher in Academic Writing and all major requirements			
<input type="checkbox"/> Earn a D– or higher in every Gen Ed course except Academic Writing			
<input type="checkbox"/> Earn a 2.0 average in all courses used to satisfy major requirements			
<input type="checkbox"/> 15 of the final 30 credits must be earned at the 300-400 level			
<input type="checkbox"/> 12 upper level major credits must be earned at UMD			
<input type="checkbox"/> At least 30 credits must be earned at UMD			
<input type="checkbox"/> Earn a cumulative 2.0 GPA in all UMD coursework			
<input type="checkbox"/> Earn a minimum of 120 credits			

GVPT Major Requirements		
<i>Requirements</i>	<i>Credits</i>	<i>Grade</i>
Benchmark Requirements		
GVPT170 with a grade of C- or higher	3/4	
One of STAT100*, MATH107, MATH120, MATH135, MATH136, or MATH140 with a grade of C- or higher	3	
One 200-level GVPT/INTR course with a grade of C- or higher (may not be experiential learning)	3	
Academic Writing with a grade of C- or higher	3	
Foundational Courses [Grade of C– or higher]		
GVPT200	3	
GVPT241	3	
GVPT280 or GVPT282	3	
Methods Requirement [Grade of C– or higher]		
GVPT201	3	
Courses of Choice [Grade of C– or higher]		
<i>No more than 42 GVPT credits can be applied toward graduation credits</i>		
GVPT/INTR Course of Choice 1	3	
GVPT/INTR Course of Choice 2 300/400 level	3	
INTR Course of Choice 3 300/400 level	3	
INTR Course of Choice 4 300/400 level	3	
INTR Course of Choice 5 300/400 level	3	
INTR Course of Choice 6 300/400 level	3	
INTR Course of Choice 7 300/400 level	3	
Skills Requirement [Grade of C– or higher]		
For Foreign Language & Quantitative Skills requirement, refer to: go.umd.edu/gvptmaj		
1. ECON 200	3	
2. Foreign Language: Choose one: a) Elementary level course(s) b) High school transcript c) Demonstrate proficiency through elementary level	0-12	
3. Quantitative Skills	3	
4. Intermediate Foreign Language	0-6	

Students are strongly encouraged to add a minor or double major, as well as participate in experiential learning opportunities such as internships, research, or study abroad.

*STAT100 preferred

INTERNATIONAL RELATIONS, B.A. — Graduation Plan

Year 1	Fall		Spring	
<p>Complete your graduation plan!</p> <p>Benchmark Requirements must be completed within two semesters of entering the major</p> <p>GVPT170 with a grade of C- or higher</p> <p>One 200-level GVPT/INTR course with a grade of C- or higher (may not be experiential learning)</p> <p>One of STAT100, MATH107, MATH120, MATH135, MATH136, or MATH140 with a grade of C- or higher</p> <p>Academic Writing with a grade of C- or higher</p> <p>Note: At least one of the GVPT courses must not be from AP/IB/CLEP credit. Maintain 2.0 or higher cum gpa</p>	Course	Credit	Course	Credit
	ENGL101 (AW: Academic Writing and Benchmark)	3	AR (Analytic Reasoning)	3
	MA: Benchmark Math (Based on Placement/)	3/4	ECON200 (HS: History/Social Sciences)	3
	HU (Humanities)*	3	GVPT200 (UP: Understanding Plural Societies and 200-level Benchmark course)	3
	GVPT170 (HS: History/Social Sciences and Benchmark)	3	Elective	3
	UNIV100	1	Elective	3
	Elective	3		
	Total	16	Total	15
Year 2	Fall		Spring	
<p>Maintain 2.0 or higher cum gpa</p>	Course	Credit	Course	Credit
	OC (Oral Communications)	3	NL (Natural Sciences Lab)*	4
	NS (Natural Sciences)*	3	CC (Cultural Competency)*	3
	GVPT201 (SP: Scholarship in Practice)	3	HU (Humanities)*	3
	GVPT280 or GVPT282	3	GVPT241	3
	Elective	3	Elementary Foreign Language Requirement	3
	Total	15	Total	16
Year 3	Fall		Spring	
<p>When you're between 75—89 credits, watch out for an email from your Advisors regarding your remaining degree requirements!</p>	Course	Credit	Course	Credit
	GVPT/INTR Course of Choice 1	3	SP: Scholarship in Practice (non –major)*	3
	GVPT/INTR Course of Choice 2 300/400 level	3	INTR Course of Choice 3 300/400 level	3
	Quantitative Skills Requirement	3	INTR Course of Choice 4 300/400 level	3
	Elective	3	Intermediate Foreign Language Requirement	3
	Elective	3	Elective	3
	Total	15	Total	15
Year 4	Fall		Spring	
<p>Apply for graduation!</p>	Course	Credit	Course	Credit
	PW (Professional Writing)	3	INTR Course of Choice 6 300/400 level	3
	INTR Course of Choice 5 300/400 level	3	INTR Course of Choice 7 300/400 level	3
	Elective	3	Elective	3
	Elective	3	Elective	3
	Elective	3	Elective	1
	Total	15	Total	13
Cumulative Credits + Planned Credits = Total Credits				120

***Important Planning Notes:**

- All students must take two Distributive Studies courses that will also count for I-Series requirement. (Only one I-series is listed separately on this plan)
- Understanding Plural Societies courses may also fulfill a Distributive Studies category.

International Relations, B.S.

College of Behavioral and Social Sciences

Feller Center - Advising & Career Planning

As a University of Maryland student, you are an informed and active participant in your education. Therefore, you should:

- Know your benchmark/gateway and degree requirements
- Develop a graduation plan which leads to a timely graduation
- Review your academic audit and evaluate your career planning progress during your junior year
- Take appropriate actions to remove registration blocks and register on time
- Adhere to University and College policies and deadlines
- Be responsible for your academic actions and decisions

Academic and Career Planning advisors are here to assist you in meeting your educational and professional goals. Therefore, the College is committed to the following:

- Introducing you to major and University requirements upon your entrance to a BSOS major
- Providing assistance during academic difficulty
- Referring you to helpful campus resources
- Providing academic and career advising throughout your undergraduate career

Advising Resources

Feller Center - Advising & Career Planning

General questions, registration, exceptions to University policy, academic probation, limited enrollment questions, graduation concerns, career planning

2nd Floor Tydings Hall
(301) 405-1697

Advising Email: BSOSAadvising@umd.edu
Career Planning Email: BSOSCareers@umd.edu

Department Advising

Major requirements and courses, registration, internships, career questions, department permission for courses

****All INTR students will have mandatory advising after 90 credits****

3104 Tydings Hall
(301) 405-4168
gvptadvising@umd.edu

INTR Major Benchmarks

Benchmark Requirements: In accordance with the University's policies, the Department of Government and Politics expects students to make timely progress toward graduation. Under normal circumstances, full-time students are expected to complete their degree requirements in four years. Students should successfully complete a specific number of courses each academic year. To help measure progress during the early stages of a student's studies in government and politics, students will have to complete courses designated as benchmarks within a specified number of semesters in order to continue in the major.

Benchmark 1: Students must complete the following four courses within two semesters of entering the major:

- GVPT170 with a grade of C- or higher
- GVPT201 with a grade of C- or higher
- One of STAT100, MATH107, MATH120, MATH135, MATH136, or MATH140 with a grade of C- or higher
- Academic Writing with a grade of C- or higher

Benchmark 2: Students must complete the following four course within one semester of completing Benchmark 1:

- GVPT320 with a grade of C- or higher

**** For INTR majors, more than 3 GVPT/INTR courses per semester WILL NOT be permitted****

NAME: _____

INTERNATIONAL RELATIONS - B.S.

UID: _____ DATE: _____

General Education Requirements			
Fundamental Studies			
<i>Requirements: 15 credits</i>	<i>Course</i>	<i>Credits</i>	<i>Grade</i>
AW: Academic Writing		3	
PW: Professional Writing — Taken after 60 credits		3	
OC: Oral Communication		3	
MA: Fundamental Studies Math	Benchmark Math	3	
AR: Analytic Reasoning	Could be met with Benchmark math	3	
Distributive Studies			
<i>Requirements: 25 credits</i>	<i>Course</i>	<i>Credits</i>	<i>Grade</i>
NL: Natural Sciences Lab		4	
NS: Natural Sciences		3/4	
HS: History and/or Social Sciences	GVPT170	3	
HS: History and/or Social Sciences	ECON200	3	
HU: Humanities		3	
HU: Humanities		3	
SP: Scholarship in Practice (overlap permitted with major requirement)	GVPT201	3	
SP: Scholarship in Practice (must be non-major requirement)		3	
I- Series (overlap permitted with Distributive Studies/Diversity)			
<i>Requirements: 6 credits</i>	<i>Course</i>	<i>Credits</i>	<i>Grade</i>
IS: I-Series	Could be met with GVPT Foundational Course	—/3	
IS: I-Series		—/3	
Diversity (overlap permitted with Distributive Studies and/or I-Series)			
<i>Requirements: 4–6 credits</i>	<i>Course</i>	<i>Credits</i>	<i>Grade</i>
UP: Understanding Plural Societies	GVPT200	3	
CC: Cultural Competency OR UP: Understanding Plural Societies		1—3	
TOTAL General Education Credits			
Requirements for Graduation:			
<input type="checkbox"/> Earn a C– or higher in Academic Writing and all major requirements			
<input type="checkbox"/> Earn a D– or higher in every Gen Ed course except Academic Writing			
<input type="checkbox"/> Earn a 2.0 average in all courses used to satisfy major requirements			
<input type="checkbox"/> 15 of the final 30 credits must be earned at the 300-400 level			
<input type="checkbox"/> 12 upper level major credits must be earned at UMD			
<input type="checkbox"/> At least 30 credits must be earned at UMD			
<input type="checkbox"/> Earn a cumulative 2.0 GPA in all UMD coursework			
<input type="checkbox"/> Earn a minimum of 120 credits			

GVPT Major Requirements		
<i>Requirements</i>	<i>Credits</i>	<i>Grade</i>
Benchmark 1 Requirements		
GVPT170 with a grade of C- or higher	3/4	
GVPT201 with a grade of C– or higher	3	
One of STAT100*, MATH107, MATH120, MATH135, MATH136, or MATH140 with a grade of C- or higher	3	
Academic Writing with a grade of C- or higher	3	
Benchmark 2 Requirement [Grade of C– or higher]		
GVPT320	3	
Foundational Courses [Grade of C– or higher]		
GVPT200	3	
GVPT280 or GVPT282	3	
GVPT I-series <i>IR/CP</i>	3	
Methods Requirement [Grade of C– or higher]		
GVPT/INTR Methods Course 300/400 level	3	
INTR Quantitative Methods Course 300/400 level	3	
GVPT/INTR Quantitative Methods Course 300/400 level	3	
Courses of Choice [Grade of C– or higher] <i>No more than 42 GVPT credits can be applied toward graduation credits</i>		
INTR Course of Choice 1 300/400 level	3	
INTR Course of Choice 2 300/400 level	3	
INTR Course of Choice 3 300/400 level	3	
Skills Requirement [Grade of C– or higher] For Foreign Language & Quantitative Skills requirement, refer to: go.umd.edu/gvptmaj		
1. ECON 200	3	
2. Foreign Language: <i>Choose one:</i> a) Elementary level course(s) b) High school transcript c) Demonstrate proficiency through elementary level	0-12	
3. Quantitative Skills	3	
4. Additional Skills: <i>Choose one:</i> a) Intermediate foreign language b) Additional Quantitative Skills	3-6	

Students are strongly encouraged to add a minor or double major, as well as participate in experiential learning opportunities such as internships, research, or study abroad.

*STAT100 preferred

INTERNATIONAL RELATIONS, B.S. —Four Year Academic Plan

Year 1	Fall		Spring	
Complete your graduation plan! Benchmark 1 requirements must be completed within two semesters of entering the major. GVPT170 with C– or higher GVPT201 with C– or higher One of STAT 100, MATH 107, 120, 135, 136, or 140 with C– or higher Academic Writing with C– or higher	Course	Credit	Course	Credit
	ENGL101 (AW: Academic Writing)	3	AR (Analytic Reasoning)	3
	MA: Math (Based on Placement/Benchmark)	3	NS (Natural Sciences)*	3
	HU (Humanities)*	3	GVPT 201 (SP: Scholarship in Practice)	3
	GVPT 170 (HS: History/Social Sciences)	3	Elective	3
	UNIV 100	1	Elective	3
	Elective	3		
	Total	16	Total	15
Year 2	Fall		Spring	
Benchmark 2 requirements must be completed within one semester of completing Benchmark 1. GVPT320 with C– or higher	Course	Credit	Course	Credit
	OC (Oral Communications)	3	CC (Cultural Competency)*	3
	GVPT 200 (UP: Understanding Plural Societies)	3	HU (Humanities)*	3
	GVPT 320	3	GVPT 280 or GVPT 282	3
	ECON 200 (HS: History/Social Sciences)	3	Elementary Foreign Language Requirement	4
	Elective	3	Elective	3
	Total	15	Total	16
Year 3	Fall		Spring	
Complete an academic audit (review of academic record) between 75—89 credits!	Course	Credit	Course	Credit
	GVPT I-series <i>IR/CP</i>	3	INTR Quantitative Methods Course 300-400 level	3
	GVPT/INTR Methods Course 300-400 level	3	INTR Course of Choice 1 300/400 level	3
	Quantitative Skills Course	3	Additional Skills Course	3
	NL (Natural Sciences Lab)*	4	SP: Scholarship in Practice (non-major)*	3
	Elective	3	Elective	3
	Total	16	Total	15
Year 4	Fall		Spring	
Apply for graduation!	Course	Credit	Course	Credit
	PW (Professional Writing)	3	INTR Course of Choice 3 300/400 level	3
	GVPT/INTR Quantitative Methods Course 300-400 level	3	Elective	3
	INTR Course of Choice 2 300/400 level	3	Elective	3
	Elective	3	Elective	3
	Elective	3		
	Total	15	Total	12
Cumulative Credits + Planned Credits = Total Credits				120

***Important Planning Notes:**

- All students must take two Distributive Studies courses that will also count for I-Series requirement. (Only one I-series is listed separately on this plan)
- Understanding Plural Societies courses may also fulfill a Distributive Studies category.

Appendix B: Learning Outcomes Assessment Plan

The Department of Government & Politics has been assessing our learning outcomes in our B.A. and B.S. degrees on an annual basis, and the department's Learning Outcomes Assessment Reports have generally received positive feedback from the College of Undergraduate Studies. We will follow a similar procedure in assessing our learning outcomes for the B.A. and B.S. tracks in the International Relations major. We will submit a separate report for the GVPT major and the International Relations major.

Each track in the International Relations major has five learning outcomes. Three of these LOs are the same across the B.A. and B.S. tracks, and two of them are specific to each track, for a total of seven L.O.s overall. We will assess 1-2 of the LOs each year, so that all are assessed on a four-year cycle. The department's undergraduate studies committee, which is led by a full professor and includes faculty (both tenure-stream and professional track), undergraduate program staff members, and undergraduate GVPT majors, will develop rubrics which will be used to assess student mastery of each of these learning objectives. Faculty members will then use the rubric to assess a sample of student projects/papers produced in the academic year. The rubric will contain categories related to the specific learning outcome and students will be assessed as "Advanced," "Proficient," "Developing," or "Novice" in each category. The individual categories will be aggregated to produce an overall score. Our overall goal is that 80% of our students are scored as "Advanced" or "Proficient" on each program-level learning outcome assessed.

The results of the Learning Outcome Assessment will be discussed in the department's undergraduate studies committee, the department's executive committee, and among the full faculty. We will use this discussion to continually improve the overall curriculum and the content of the specific courses within the International Relations major to enhance student learning.

Faculty Information

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

Name	Highest Degree Earned, Program, and Institution	UMD Title (indicate if part-time)	Courses
Alcaniz, Isabella	PhD, Political Science Northwestern University	Professor	GVPT482 Government and Politics of Latin America
Allee, Todd	PhD, Political Science University of Michigan	Associate Professor	GVPT200 International Political Relations; GVPT406 International Organizations
Berland, Allison	PhD, Political Science University of Maryland	Lecturer (part-time)	GVPT280 The Study of Comparative Politics; GVPT273 Introduction to Environmental Politics; GVPT459D Democracy and Democratization; GVPT459F Politics of India
Birnir, Johanna	PhD, Political Science University of California, Los Angeles	Professor	GVPT201 Scope and Methods for Political Science Research; GVPT301 Politics of Identity
Calvo, Ernesto	PhD, Political Science Northwestern University	Professor	GVPT459B Comparative Political Institutions; GVPT429T Social Media Politics
Carcelli, Shannon	PhD, Political Science University of California, San Diego	Assistant Professor	GVPT404 Political Economy of Foreign Aid; GVPT457 American Foreign Relations

Croco, Sarah	PhD, Political Science University of Michigan	Professor	GVPT201 Scope and Methods for Political Science Research; GVPT309C Advances in the Study of Conflict;
Cunningham, David	PhD, Political Science University of California, San Diego	Professor	GVPT411 Conflict in the International System; GVPT429W Studying Civil Wars with Data
Cunningham, Kathleen	PhD, Political Science University of California, San Diego	Professor	GVPT410 Politics of Nationalist and Ethnic Conflict; GVPT412 Nonviolent Resistance in the International System
Gimpel, James	PhD, Political Science University of Chicago	Professor	GVPT429B Data Analysis for Political Behavior
Hadden, Jennifer	PhD, Political Science Cornell University	Associate Professor	GVPT409O Politics of Climate Change; GVPT459M Social Movements
Hanmer, Michael	PhD, Political Science University of Michigan	Professor	GVPT479M Political Science Survey Methods and Experience
Haufler, Virginia	PhD, Political Science Cornell University	Associate Professor	GVPT206 GVPT406 International Organizations; GVPT409G Corporations and the Global Political Economy
Jones, Calvert	PhD, Political Science Yale University	Associate Professor	GVPT200 International Political Relations; GVPT203 The Challenge of Authoritarianism; GVPT459Y

			Comparative Political Ideologies; GVPT485 Government and Politics of the Middle East
Kastner, Scott	PhD, Political Science University of California, San Diego	Professor	GVPT204 Uncertain Partners: U.S. and China in a Changing World; GVPT414 International Relations of East Asia
Kazungu, Conny	PhD, Political Science University of Tennessee, Knoxville	Lecturer	GVPT273 Introduction to Environmental Politics; GVPT306 Global Environmental Politics; GVPT417 Advanced Environmental Policy Analysis; GVPT484 Government and Politics of Africa
Kim, Hyunki	PhD, Political Science University of Maryland	Lecturer (part-time)	GVPT409A Peace and Conflict Processes
Kumar, Sujith	PhD, Political Science London School of Economics and Political Science	Senior Lecturer	GVPT241 Political Philosophy Ancient and Modern; GVPT449G Global Justice
McCauley, John	PhD, Political Science University of California, Los Angeles	Associate Professor	GVPT210 Religions, Beliefs, and World Affairs; GVPT354 International Development and Conflict Management; GVPT484 Government and Politics of Africa

Miler, Kristina	PhD, Political Science University of Michigan	Associate Professor	GVPT170 American Government
Pearson, Margaret	PhD, Political Science Yale University	Professor	GVPT454 International Relations of China; GVPT487 Government and Politics of China
Shen-Bayh, Fiona	PhD, Political Science University of California, Berkeley	Assistant Professor	GVPT429J Digital Dictatorships
Telhami, Shibley	PhD, Political Science University of California, Berkeley	Professor	GVPT409H International Relations of the Middle East
Tismaneanu, Vladimir	PhD, Political Science University of Bucharest	Professor	GVPT445H Marxism and Post-Marxism GVPT459H East European Politics and Societies; GVPT459K Russian Politics; GVPT459P Revolutions of 1989 and their Consequences; GVPT459R The Rise and Fall of Communism; GVPT459X Political Radicalism



McKeldin Library
7649 Library Lane
College Park, MD 20742
Phone: (301) 405-0800

DATE: May 11, 2023

TO: Karmin Cortes

Associate Director, Department of Government and Politics

FROM: On behalf of the University of Maryland Libraries:

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

Maggie Saponaro, Director of Collection Development Strategies

Daniel Mack, Associate Dean, Collection Strategies & Services

RE: Library Collection Assessment – International Relations Major

We are providing this assessment in response to a proposal by the Department of Government and Politics to create a new International Relations major offering both a Bachelor of Arts (B.A.) and a Bachelor of Science (B.S.) degree, which would replace the current International Relations concentration. The Department of Government and Politics asked that we at the University of Maryland Libraries assess our collection resources to determine how well the Libraries support the curriculum of this proposed degree.

Serial Publications

The University of Maryland Libraries currently subscribe to many scholarly journals—almost all in online format--that focus on International Relations and Political Science. In addition, we subscribe to journals covering the areas of comparative politics, political methodology, data analysis, conflict, political economy, climate change, environmental policy, international development, international organization, comparative institutions, identity, and regional politics in East Asia, Latin America, Africa and the Middle East.

The Libraries subscribe to almost all of the top ranked journals listed in the International Relations and Political Science categories in the Social Sciences Edition/Science Edition of *Journal Citation Reports** for the year 2022. The following titles are the top ten titles for those categories, all of which are available online, with various coverage noted:

International Relations

- *Review of International Organizations* (also top ten in Political Science category)
- *International Security*
- *International Organization* (also top ten in Political Science category)
- *Contemporary Security Policy* (access to 2017 only, use ILL) (also top ten in Political Science category)
- *Foreign Affairs*
- *International Affairs*
- *Emerging Markets Finance and Trade* (we do not own, use ILL)
- *International Studies Review*
- *Marine Policy*
- *Review of International Political Economy*

Political Science

- *Annual Review of Political Science*
- *Policy and Society*
- *Political Analysis*
- *American Political Science Review*
- *Political Communication* (embargo on the most recent 15 months, use ILL)
- *Journal of Public Administration Research and Theory* (embargo on the most recent 12 months, use ILL)
- *European Journal of Political Research*
- *British Journal of Political Science*
- *Political Science Research and Methods*
- *Environmental Politics*

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

Databases

The Libraries' *Database Finder* (<https://lib.guides.umd.edu/az.php>) resource offers online access to databases that provide indexing and access to scholarly journal articles and other information sources such as congressional publications, news, law reviews and statistics. Databases that provide access to materials relevant to International Relations include but are not limited to:

Academic Search Ultimate
America. History and Life
Asia-Studies

Bibliography of Asian Studies
Business Source Complete
Congressional Publications
Cross-National Time Series-Data Archive
Digital National Security Archive
EconLit
HeinOnline World Constitutions Illustrated
HeinOnline Treaties and Agreements Library
Historical Abstracts
International Monetary Fund eLibrary
International Political Science Abstracts
International Year Book and Statemen's Who's Who
JSTOR
Middle Eastern and Central Asian Studies
Military and Government Collection
Nationmaster.com
National Newspapers Core
Nexis Uni
Oxford Bibliographies Online: International Relations
Oxford Bibliographies Online: Political Science
Oxford Handbooks Online: Political Science
PAIS
Project Muse
Proquest Legislative Insight
Roper iPOLL
SocINDEX
Stateman's Yearbook
Web of Science
World Bank Data Catalog
Worldwide Political Science Abstracts

In many and likely in most cases, these databases provide full text copies of the relevant documents. For the journal articles and book chapters we own that are available only in print format, the Libraries will scan and send a digital copy via email. For those documents we do not own, the Libraries will acquire them using Interlibrary Loan.

Monographs

The Libraries regularly acquire scholarly monographs in International Relations and Government and Politics. Titles not already part of the collection can usually be added upon request.

A search of the University of Maryland Libraries' WorldCat UMD catalog was conducted, using a variety of relevant keyword and subject terms. The search shows our current collection of scholarly monographs in print and e-format related to International Relations and Government and Politics is sufficient to support the new B.A. and B.S. International Relations major.

The Libraries' membership in the Big Ten Academic Alliance (BTAA) dramatically increases these holdings and students can request the print copies or chapters.

Sample keywords / subjects (alphabetical order):

Alliances
Comparative Government
Comparative Government Case Studies
Comparative Politics
Conflict Management
Diplomacy
Environmental Policy
Environmental Policy United States International Cooperation
International Business Enterprises
International Cooperation
International Organization
International Relations
International Relations Research
International Relations Study and Teaching
International Trade
Peace Building
Political Conflicts
Political Science
Political Science Methodology
Politics and Government
World Politics 21st Century

Add the Geographic Location / Specific Countries
examples:

East Asia Foreign Relations
United States Foreign Relations East Asia
East Asia Foreign Relations United States
Middle East Politics and Government 21st Century
Middle East Foreign Relations 21st Century
Environmental Policy China

Interlibrary Loan Services (ILL)

Interlibrary Loan Services will obtain books we do not own or are checked out. In addition, Interlibrary Loan will provide digital copies of journal articles and book chapters we own in print or do not own (<https://www.lib.umd.edu/access/ill>).

Subject Specialist

The subject specialist librarian for Government and Politics, Judy Markowitz, judym@umd.edu, serves

as an important resource to the department. Through departmental partnerships, subject specialists actively develop innovative services and materials that support the University's evolving academic programs and changing research interests. Subject specialists provide one-on-one research assistance online, in-person, or via the phone. They also provide information literacy instruction and can provide answers to questions regarding publishing, copyright and preserving digital works.

Additional Materials and Resources

In addition to serials, monographs and databases available through the University Libraries, students in Government and Politics have access to a wide range of media, datasets, software, and technology.

The GIS and Spatial Data Center provides geospatial data, data science and data visualization.

(<https://www.lib.umd.edu/research/services/gis>)

Statistical Consulting

(<https://www.lib.umd.edu/research/services/statistical-consulting>)

Other Research Collections

The Libraries are a member of the Inter-university Consortium for Political and Social Research (ICPSR) enabling access to the data deposited there (<https://www.icpsr.umich.edu/web/pages/>).

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

Concern

Data Sets

In the past, students (primarily graduate) have asked the libraries to purchase specific data sets. We are not able to fulfill the requests because of cost and of access limitations placed by the publishers.

Conclusion

At this point in time, we have the resources to support the new B.A. and B.S. International Relations degree major in Government and Politics. But, every year we are faced with inflation costs and a flat budget and therefore we cannot commit to or guarantee that we will have access to the resources in the near future. Although journal articles, books and book chapters can be requested and received via Interlibrary Loan (ILL), access to databases cannot be fulfilled this way.



UNIVERSITY OF
MARYLAND

SCHOOL OF LANGUAGES, LITERATURES, AND CULTURES
College of Arts & Humanities

1105 Jiménez Hall
College Park, Maryland 20742
Tel: 301.405.4025 | FAX: 301.314.9752
www.languages.umd.edu

11/15/2023

Dear UMD Senate Members,

The School of Languages, Literatures, and Cultures (SLLC) fully supports the proposal submitted to you by the Department of Government and Politics (GVPT) to convert its existing undergraduate concentration in International Relations (IR) into a major program. Students in the proposed B.S.-IR track will complete an elementary-level sequence of second language courses in the SLLC, while students in the B.A.-IR track will continue past this elementary sequence to complete at least one intermediate-level second language course. We understand from our colleagues in GVPT that they do not anticipate a significant change in enrollment from the number currently enrolled in their IR concentration, and nor do they expect increased demand for SLLC language courses. The School can certainly accommodate IR majors fulfilling their language requirement, and we do not anticipate any difficulty providing seats in languages classes even if the number of IR majors were to increase, within reason. Many of our current and former language majors and minors are/were enrolled in the IR concentration, and we anticipate that many will opt for a double major in their language and IR. We are also delighted to support a further initiative on campus where the importance and utility of knowing a second language and culture are recognized and valued.

We look forward to supporting and working with GVPT as they embark on these new programs. Please do not hesitate to contact me if you have any questions about this letter of support.

Sincerely,

A handwritten signature in blue ink that reads "ME Scullen".

Mary Ellen (Mel) Scullen
Director and Associate Professor of French

TABLE 1: RESOURCES

Comments

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5	
1. Reallocated Funds	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	Additional support from GVPT for programming
2. Tuition/Fee Revenue (c+g below)	\$0	\$0	\$0	\$0	\$0	
a. #FT Students	20	40	60	60	60	Estimated enrollment -- marginal expected increase
b. Annual Tuition/Fee Rate	\$15,649	\$16,119	\$16,602	\$17,100	\$17,613	
c. Annual FT Revenue (a x b)	\$312,984	\$644,747	\$996,134	\$1,026,018	\$1,056,799	
d. # PT Students	5	10	20	20	20	Estimated PT students -- marginal expected increase
e. Credit Hour Rate	\$509.50	\$524.79	\$540.53	\$556.74	\$573.45	
f. Annual Credit Hours	114	117	120	120	120	Estimated credits for the major; Note: this entry currently reflects the total expected average (annual) IR-major-relevant course credits offered by GVPT (not the marginal expected change, which for years 1-5 would be: 6; 9; 12; 12; & 12, respectively)
g. Total Part Time Revenue (d x e x f)	\$290,415	\$613,998	\$1,297,269	\$1,336,187	\$1,376,272	Note: tuition revenue does show up as departmental
3. Grants, Contracts, & Other External	\$0	\$0	\$0	\$0	\$0	
4. Other Sources	\$0	\$0	\$0	\$0	\$0	
TOTAL (Add 1 - 4)	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	

Undergraduate
(FY2024)

	Full time annual	Part Time per credit hour	inflation	Full time % in-state	Part time
resident tuition	\$9,889.00	\$412.00	1.03	0.80	0.90
non-resident tuition	\$38,690.00	\$1,387.00		0.20	0.10
diff'l addition (BMGT, ENGR, CS)	\$1,613.00	\$116.00			

Graduate
(FY2024)

	annual	per credit hour
resident	\$ 16,560	\$ 828
non-resident	\$ 36,100	\$ 1,805



Establish a Department of Global, Environmental, and Occupational Health (Senate Document #23-24-23)

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

REVIEW DATES SEC – January 23, 2024 | SENATE – February 6, 2024

VOTING METHOD In a single vote

**RELEVANT
POLICY/DOCUMENT**

**NECESSARY
APPROVALS** Senate and President

ISSUE

The School of Public Health (SPH) proposes to establish a Department of Global, Environmental, and Occupational Health from its existing Maryland Institute for Applied Environmental Health (MIAEH). In practice, this Institute has functioned independently as a departmental unit within SPH for more than 16 years. However, being officially designated as an Institute rather than a department has forced the unit to contend with distinct disadvantages. First, the unit's status as an Institute requires that all faculty tenure homes must be in another department (in this case, the Department of Epidemiology and Biostatistics), making the Approval, Promotion, and Tenure (APT) process problematic. MIAEH faculty members have substantially different training, research foci, and teaching areas compared to Epidemiology and Biostatistics faculty. The Institute sets its own faculty standards and makes its own decisions regarding academic programming, service obligations, and research agendas. When a faculty member is ready to be considered for promotion, APT processes are confounded by the fact that all these functions are held separately within the Institute and yet, another academic unit, which is in a different academic discipline, is charged with reviewing and making the first level decisions. Second, MIAEH's status as an Institute has made it difficult to attract new faculty and leadership. In fact, two prior national searches for a MIAEH Director did not succeed because finalists expressed discomfort with MIAEH not having departmental status. It has also been difficult to recruit graduate students given that comparable units in other accredited Schools of Public Health are typically departments.

Despite these significant fundamental challenges, the Institute has excelled in research, scholarship, and academic excellence as an independent unit in the School of Public Health, effectively operating as a de facto department and fulfilling all departmental academic, research, and service functions. The Institute is financially independent with its own state budget (including faculty lines) and external research funding. The Institute offers two independent graduate degree programs, a graduate concentration, and a post-baccalaureate certificate program, and provides the advising and mentoring to support these programs. The unit will also be the academic home of the new Global Health major and the new Environmental Science and Policy specialization in Environmental Justice. Converting this Institute into a department has been the School of Public Health's intention since the SPH was created in 2006. Accordingly, the transition from MIAEH to the Department of Global, Environmental, and Occupational Health will require no additional human,

fiscal, or physical resources. The new department's name will convey the existing research and curricular focus of this unit in the areas of global health, environmental health, and occupational health.

This proposal was approved by the Senate Programs, Curricula, and Courses committee on November 3, 2023.

RECOMMENDATION(S)

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

COMMITTEE WORK

The committee considered this proposal at its meeting on November 3, 2023. Amy Sapkota and Boris Lushniak from the School of Public Health presented the proposal and answered questions from the committee. The committee approved the proposal.

ALTERNATIVES

The Senate could decline to approve this new department.

RISKS

If the Senate declines to approve this new department, the university will lose an opportunity to convert a unit that has been operating as a de facto department into an actual department, which would eliminate unnecessary barriers to faculty promotion, faculty recruitment, and student recruitment.

FINANCIAL IMPLICATIONS

There are no significant financial implications for the creation of this new department as this unit has been operating as a de facto department for more than 16 years.

**University of Maryland
PCC Proposal**

PCC Log No: 23058

Program:

Department/Unit: Proposed new Department of Global, Environmental, and Occupational Health (Currently MIA

College/School: School of Public Health

Proposal Contact Person (with email): Amy R. Sapkota, ars@umd.edu

Type of Action (check one):

Change to Unit, Department, or College

Other:

The Maryland Institute for Applied Environmental Health (MIAEH), within the School of Public Health, proposes to transition into the Department of Global, Environmental, and Occupational Health (see details below and attached proposal).

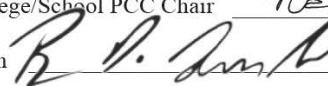
Effective term: **Immediately**

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

1. Department Committee Chair _____ **Dr Paul C Turner** Digitally signed by Dr Paul C Turner
DN: cn=Dr Paul C Turner, o=SPH - College Park,
ou=MIAEH, email=pturner3@umd.edu, c=US
Date: 2023.10.16 17:17:29 -04'00

2. Department Chair Amy R. Sapkota 10/16/23 

3. College/School PCC Chair Wendy Stickle 10/26/23 

4. Dean R. D. Jones 10/27/2023 

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

6. Chair, Senate PCC
_____ **Wendy Stickle** Digitally signed by Wendy
Stickle
Date: 2023.12.12 12:01:30
-05'00

7. University Senate Chair (if required) _____

8. Senior Vice President and Provost _____

Instructions:

When approved by the dean of the college or school, please email the proposal to pec-submissions@umd.edu.

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

The Maryland Institute for Applied Environmental Health (MIAEH) proposes to transition into the Department of Global, Environmental, and Occupational Health. In practice, MIAEH has functioned independently as a departmental unit within the School of Public Health (SPH) for over 16 years, and is an Institute in name only. Because of MIAEH's Institute name, all faculty tenure homes must be in another department (the Department of Epidemiology and Biostatistics, EPIB), making the APT process problematic. Being an Institute in name only has also made it difficult to recruit faculty and students given that comparable units in other accredited Schools of Public Health are typically departments. To address these fundamental challenges, and simultaneously convey our existing research and curricular focus in the areas of global health, environmental health and occupational health, we propose to become the Department of Global, Environmental, and Occupational Health.

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



SCHOOL OF PUBLIC HEALTH

Proposal to Transition the Maryland Institute for Applied Environmental Health Into the Department of Global, Environmental, and Occupational Health

Prepared by Amy R. Sapkota, PhD, MPH

September 25, 2023

Synopsis: The Maryland Institute for Applied Environmental Health (MIAEH) proposes to transition into the Department of Global, Environmental, and Occupational Health. In practice, MIAEH has functioned independently as a departmental unit within the School of Public Health (SPH) for over 16 years, and is an “Institute” in name only. Because of MIAEH’s “Institute” name, all faculty tenure homes must be in another department (the Department of Epidemiology and Biostatistics, EPIB), making the APT process problematic. Being an “Institute” in name only has also made it difficult to recruit faculty and students given that comparable units in other accredited Schools of Public Health are typically departments. To address these fundamental challenges, and simultaneously convey our existing research and curricular focus in the areas of global health, environmental health and occupational health, we propose to become the Department of Global, Environmental, and Occupational Health.

History:

The University of Maryland SPH was created in 2006. The School was formerly called the College of Health and Human Performance, and in order for this College to be transformed into a new SPH that could be accredited by the Council on Education for Public Health, three new “departments” offering academic programs in the following areas had to be formed: Epidemiology & Biostatistics (EPIB); Health Policy & Management (HPAM); and Environmental Health. There were no barriers regarding the establishment of the EPIB and HPAM departments. However, establishing a new Environmental Health department was complicated.

That same year, the Department of Environmental Science and Technology (ENST) in the College of Agriculture and Natural Resources had been established. While ENST focuses specifically on environmental science (e.g., natural resources management; ecological design; soil and watershed science; and ecosystem health), and a new Environmental Health department in the new SPH would focus specifically on environmental health (“the branch of public health that: focuses on the relationships between people and their environment; promotes human health and well-being; and fosters healthy and safe communities,” American Public Health Association), the UMD Provost did not want to establish two new environment-related departments in the same year. As a result, the Maryland Institute for Applied Environmental Health (MIAEH) was created as an initial placeholder to carry out the required environmental health academic programming of this new School.

Given MIAEH's "Institute" status, all faculty tenure homes had to be located in another department, EPIB, an entirely separate entity from MIAEH. The plan was to then transition this "Institute", in name only, into a department after several years, at which time the tenure homes would be rightfully located. However, this plan did not come to fruition.

Challenges:

Fast-forwarding to today, MIAEH has been stuck with an "Institute" designation for over 16 years, while, in practice, the unit functions completely independently as a departmental unit within the SPH. We are financially independent with our own state budget (including faculty lines) and external research funding; we offer 2 independent graduate degree programs, a graduate concentration and a post-baccalaureate program, providing all of the advising and mentoring to support these programs; and we are in the process of establishing a new undergraduate degree program, as well as a new undergraduate concentration (see details below). Moreover, we have our own independent policies, procedures and service committees required of all departments on this campus, including a merit pay policy/process; a workload policy; an admissions committee; a programs, courses and curriculum (PCC) committee; and an awards committee, to name a few. However, as noted above, because we are an "Institute", all of our faculty must have their tenure homes in another department (EPIB), we cannot have our own APT criteria and processes, and thus, the APT process is problematic.

Specifically, MIAEH faculty members have substantially different training, research foci, and teaching areas compared to EPIB faculty. MIAEH sets its own faculty standards and makes its own decisions regarding academic programming, service obligations and research agendas. When a faculty member is ready to be considered for promotion, APT processes are confounded by the fact that all of these functions are held separately within MIAEH and yet, another academic unit (EPIB), which is in a different academic discipline, is charged with reviewing and making the first level decisions. This is a burdensome dichotomy that not only creates unnecessary risks in the APT process but also represents a significant barrier to attracting and retaining excellent faculty and leaders in environmental health. In fact, two prior national searches for a MIAEH Director did not succeed because finalists expressed discomfort with MIAEH not having departmental status; MIAEH faculty member's APT dossiers being evaluated by EPIB faculty; and the EPIB Chair, instead of the MIAEH Director, writing the Chair's letter in the APT dossier.

Similarly, our "Institute" status makes it challenging to attract the highest caliber students given that comparable units in other accredited Schools of Public Health are typically departments. Prospective students are often confused by our status, with some thinking that we're an Institute within EPIB and others thinking that EPIB and MIAEH are combined, neither of which are true. EPIB and MIAEH function independently in every way except for our connection around tenure homes/APT processes.

Finally, our own campus has been confused about our "Institute" status and recommends a remedy. In 2018, the Provost and Vice President for Research created a "Research Institute Advisory Committee" to assess policies concerning research institutes. The committee's report included the following assessment of MIAEH. "The Maryland Institute for Applied Environmental Health (MIAEH) is not a research institute; It is an academic unit similar to a department. Policies for research institutes are

not appropriate for an academic unit such as MIAEH, and so we have omitted MIAEH from the list of institutes in appendix C. Consideration should be given to rationalizing the University's use of the term "institute" by converting MIAEH into a department."

Successes:

In spite of these significant fundamental challenges, MIAEH has excelled in research, scholarship and academic excellence as an independent unit in the SPH. We currently have 11 TTK faculty, 30 PTK research faculty and 3 staff. As noted above, we offer two graduate programs (an MS and PhD in Environmental Health), an MPH concentration in Environmental Health, as well as a post-baccalaureate Graduate Certificate in Global Health. We also teach in the Public Health Science undergraduate major and have ~20 undergraduates taking independent research study credits in our labs each semester. In addition, we have just received approval and financial support from the Provost to launch a new undergraduate program in Global Health (at least 300 students expected in the first three years), as well as a new Environmental Justice concentration in partnership with Environmental Science & Policy (ENSP) (25-30 students expected in the first two pilot years).

In terms of funding, MIAEH has \$2M annually in State funding, and \$28M annually in external research funds. MIAEH is also home to the following influential Centers, training programs and labs, to name a few: CONSERVE: A Center of Excellence at the Nexus of Sustainable Water Reuse, Food & Health; the UMD Global STEWARDS National Science Foundation Research Traineeship; the Public Health AeroBiology (PHAB) lab; the Community Engagement, Environmental Justice and Health program; the Environmental Justice Lab; the Water Quality, Outreach and Wellness (WOW) Lab; the Exposome Small Molecule Core Facility; and the newly funded Global FEWture Alliance Grand Challenges Institutional Grant.

Looking to the Future:

Making the transition to the Department of Global, Environmental, and Occupational Health will finally enable us to ameliorate fundamental challenges concerning tenure homes, the associated problematic APT process, and attracting excellent faculty and students. Moreover, including the words "global", "environmental", and "occupational" in the new Department's name will effectively convey the broad research and academic programming that we already carry out, creating a more visible and clearly identifiable entity at the university that is available as a resource in academic, research and service related to global, environmental, and occupational health needs of the state and beyond.

Costs:

Since we have been effectively working as a department-fulfilling departmental academic, research and service functions-for over 16 years, the transition itself from MIAEH to the Department of Global, Environmental, and Occupational Health will require no additional human, fiscal or physical resources.

Appendix:

Appendix A: Draft Plan of Organization for the Department of Global, Environmental, and Occupational Health

Appendix B: Support letter from the Chair of the Department of Epidemiology & Biostatistics (EPIB)

Department of Global, Environmental, and Occupational Health Plan of Organization

Approved X/XX/XX

PREAMBLE

The Department of Global, Environmental, and Occupational Health is an academic unit in the University of Maryland School of Public Health (SPH). Our mission is to promote and protect human health in the diverse communities across Maryland, the nation and the world through discovery, education, and innovative application of knowledge in the fields of global, environmental, and occupational health. This is accomplished through cutting-edge research, experiential education and community engagement in areas ranging from infectious disease transmission and food and waterborne disease to environmental justice, cumulative risk assessment, and the impacts of climate change on human health and vulnerable communities. Our work is highly interdisciplinary by nature and includes collaborative partnerships with researchers and key stakeholders on campus and around the world.

The Department offers a Ph.D. and M.S. in Environmental Health Sciences, manages the Master's of Public Health concentration in Environmental Health Science, and offers a post-baccalaureate certificate in Global Health. In addition, the Department is launching a new B.S. in Global Health, as well as a new undergraduate Environmental Justice concentration in collaboration with the Environmental Science & Policy program.

The purpose of this Plan of Organization for Shared Governance (hereinafter referred to as the Plan) is to specify the means by which the Department of Global, Environmental, and Occupational Health carries out its research, teaching, and service responsibilities and contributes to the mission of the School of Public Health and the University. The Department adheres to the principles of shared governance through the active participation of faculty, staff, and students in establishing, monitoring, and revising Department goals, policies, and programs.

Shared governance at the University recognizes:

1. The responsibility of administrators for providing strategic leadership, and for managing its human resources, finances, and operations;
2. The central role of the faculty in the institution's teaching, research, and outreach programs, and in determining degree requirements and academic standards including the assessment of the quality of these activities through peer review;
3. The essential responsibility of the staff in managing the institution's operations;
4. The role of students as the institution's main academic educational focus, and their legitimate interest in matters affecting their ability to complete their education; and
5. The legitimate interest of all constituencies in participating in the development of policies and procedures, which affect them and the welfare of the University.

Department of Global, Environmental, and Occupational Health Plan of Organization

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All principles of shared governance shall be actively implemented within Departmental operations. Whenever the provisions of this plan explicitly or implicitly conflict with University policies, the latter will prevail. All efforts are taken to ensure that Department policies align with those of the University.

DEFINITION OF TERMS

For the purposes of this Plan and the associated Department Bylaws, the following definitions shall be used:

- 1) School - Schools are headed by a Dean who reports to the Senior Vice President & Provost and are units equivalent to the Colleges.
- 2) Department - An academic department is a unit officially recognized by the University, and ordinarily is headed by a Chair who reports to the Dean of a College or School, offers one or more academic programs, maintains a separate budget, and may serve as the home unit for tenure-track faculty. When the word "department" is used in the current Plan, it applies to the Department of Global, Environmental, and Occupational Health.
- 3) Academic Programs - Academic Programs are entities within the Department which have a defined curriculum leading to the awarding of a degree. Current programs approved in the Department include the Masters of Public Health (MPH) concentration in Environmental Health Sciences, the Masters of Science in Environmental Health Sciences, the PhD in Environmental Health Sciences and the post-baccalaureate certificate in Global Health. Each of these programs has been recognized and approved by the Maryland Higher Education Commission (MHEC). Currently, the Department is in the process of launching a new B.S. in Global Health, as well as a new undergraduate Environmental Justice concentration in collaboration with the Environmental Science & Policy program.

ARTICLE 1

Membership

- 1.1 Faculty Members: Faculty constituencies include:
 - 1.1.1 All full-time tenured and tenure-track faculty and their equivalent
 - 1.1.2 All full-time professional faculty and lecturers with titles parallel to the rank of Professor, Associate Professor, Assistant Professor

Department of Global, Environmental, and Occupational Health Plan of Organization

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- 1.2 Staff Members: All full-time permanent appointment exempt and non-exempt staff
- 1.3 Student Members:
 - 1.3.1 Undergraduate students with a declared major in the Department who are registered as full-time students
 - 1.3.2 Graduate students who are registered or enrolled in the Department
 - 1.3.3 Students may request or be asked to serve as a voting member on committees that affect them

ARTICLE 2

Departmental Administration

2.1 Departmental officers shall be the Chair, Assistant/Associate Chair, Graduate Director, Director of the Global Health Undergraduate Program, Assistant Program Director of the Global Health Undergraduate Program and Director of Administrative Services. Other staff include the Departmental Budget Manager, the Departmental Coordinator and the undergraduate program advising team (to be hired in the future).

2.1.1 **Department Chair:** The Chair is the chief administrative officer of the Department.

2.1.1.a. **Appointment.** The Chair is appointed by the Dean of the School and the University Vice-President for Academic Affairs to a fixed term of office, usually five years. The Chair is eligible for re-appointment. The Dean of the School or the Vice President for Academic Affairs will appoint a committee to review the Chair at regularly designated intervals, at least every five years.

2.1.1.b. **Duties:** The Chair's duties are to:

- 1) Be the chief representative and advocate for the Department.
- 2) Consult with the Department Executive Committee in implementing major decisions in areas such as budget, planning, curriculum, and personnel.
- 3) Plan and administer the Department's budget.
- 4) Administer the Department's academic programs.
- 5) Promote and engage in superior research, teaching, and service.
- 6) Recruit, hire, and retain quality faculty and staff, and ensure equity in hiring and personnel decisions.
- 7) Recruit, hire, and evaluate temporary and adjunct faculty who teach Department courses.

Department of Global, Environmental, and Occupational Health Plan of Organization

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- 8) Make recommendations regarding faculty appointments, tenure, promotion, and post-tenure review, as specified by University policies.
- 9) Solicit active participation of faculty, staff, and students in Department, School, and University affairs.
- 10) Communicate School and University policies to Department faculty, staff, and students.
- 11) Appoint ad-hoc Departmental committees as needed.
- 12) Preside over faculty meetings.
- 13) Serve on the School Administrative Council.
- 14) Complete reports and other assignments relating to the Department's programs that are assigned by the Dean or other University administrators.

2.1.2 Department Assistant I Associate Chair

2.1.2.a. Appointment: The Department Assistant/ Associate Chair is selected by the Chair and serves at his or her discretion.

2.1.2.b. Duties: The Assistant/ Associate Chair duties are to:

- 1) Assist the Chair in the day-to-day operations of the Department, including such matters as scheduling of courses, teaching assignments, and procurement of part-time teaching personnel.

2.1.3. **Director of Graduate Studies:** The Director of Graduate Studies is the chief administrator of the Department's graduate programs.

2.1.3.a. Appointment. The Director is appointed by the Chair to a fixed term of office, generally three years. The Director is eligible for re appointment.

2.1.3.b. Duties: The Director of Graduate Studies duties are to:

- 1) Oversee recruitment and selection of graduate students to the Department's graduate programs.
- 2) Prepare fellowship proposals to obtain funding for Department graduate students.
- 3) Communicate admissions requirements to applicants and satisfactory progress and graduation requirements to students.
- 4) Monitor progress of individual students in all of the Departmental graduate programs.
- 5) Oversee the work of the Graduate Administrative Assistant.
- 6) Maintain appropriate records related to the graduate program.
- 7) Complete reports and other assignments relating to the Department's graduate programs.

Department of Global, Environmental, and Occupational Health Plan of Organization

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2.1.4 Director of the Global Health Undergraduate Program

2.1.4.a Appointment: The Director of the Global Health Undergraduate Program is appointed by the Chair.

2.1.4.b Duties: The Director duties are to:

- 1) Coordinate with faculty on course development and scheduling courses.
- 2) Help students with scheduling, career guidance, counseling, and general support.
- 3) Supervise the administrative staff coordinating undergraduate studies activities.
- 4) Chair the Undergraduate Studies Committee and monitor the overall condition of the undergraduate program.

2.1.5 Assistant Program Director of the Global Health Undergraduate Program

2.1.5.a Appointment: The Assistant Program Director of the Global Health Undergraduate Program is appointed by the Chair.

2.1.5.b Duties: The Assistant Program Director duties are to:

- 1) Build the student advising and support infrastructure for all elements of this new program.
- 2) Serve as the departmental subject matter expert in school and university undergraduate academic policy and oversee the Student Services arm of the new Undergraduate Program.
- 3) Supervise the advising team to ensure compliance with University requirements.
- 4) Continually review and improve advising procedures within the major to lead to more efficient processes, and serve as the primary Student Services liaison for the program.

2.1.5 Director of Administrative Services

2.1.5.a Appointment: The Director of Administrative Services is appointed by the Chair.

2.1.5.b Duties: The Director of Administrative Services duties are to:

- 1) Proactively oversee the daily financial operations of the department, including state, research, foundation and entrepreneurial funding.
- 2) Manage the unit's working budget, including projections, budget amendments, and allocations.
- 3) Approve procurement, travel, personnel and financial transactions based on budgets, projections and available fund balance.

Department of Global, Environmental, and Occupational Health Plan of Organization

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- 4) Develop and execute internal operational agreements, proposals and reports including all human resource related functions including employee payroll, faculty/staff recruiting, current appointments, graduate student appointments and others, as needed.
- 5) Guide the chair, staff, and faculty supervisors in the interpretation and implementation of UMD human resource policies, procedures, and programs.
- 6) Coordinate the appointment, promotion, tenure and review process for all TTK and PTK faculty within the department.
- 7) Ensure compliance with relevant state, federal, university and other related rules and regulations.
- 8) Train faculty/staff within the department on policies, procedures, and best practices.
- 9) Supervise the Departmental Coordinator.

ARTICLE 3

Bylaws

3.1 The Department shall have the power to organize its operations and to make Bylaws and regulations for its own proceedings, so long as those Bylaws and regulations do not contravene the statutes of the University, the power of the Board of Regents, the powers delegated to the Chancellor and to the President, and this Plan.

3.2 Amendments to the Department's procedural rules in the Bylaws shall be provided to the members seven calendar days in advance of any regular meeting and shall require approval by a two-thirds vote of the elected members of the Department present and voting.

3.3 The Department bylaws shall provide for an Executive Committee, and standing or special committees as may be necessary or desirable. Because the Department community includes multiple academic and social groups, the composition of committees should represent as broad a spectrum of interests as possible consistent with the functions of committees and the availability of candidates to serve.

ARTICLE 4

Departmental Committees

4.1 **Department Executive Committee:** The Department Executive Committee is a recommending body to the Chair of the Department and shall consist of the Department Chairperson who acts as Chair of the Committee (non-voting), the Assistant/Associate

Department of Global, Environmental, and Occupational Health Plan of Organization

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Chair, the Director of Graduate Studies, the Director of Undergraduate Studies, the Director of Administrative Services, along with four elected members of the Department (including at least one professional faculty member) and one student. The Departmental Coordinator serves as an Ad Hoc non-voting member. The term of elected members is two-year staggered terms. All terms are on an academic year basis. Ordinarily no elected faculty member shall succeed himself or herself. No student representative shall serve more than two years.

4.1.a The Executive Committee meets twice a semester during the academic year at preannounced times. The Chair has the right to declare closed sessions with membership restricted to elected members.

4.1.b The Chair or any member of the Committee may request a special meeting of the Committee. Four voting members of the Committee including the Chair or his or her appointed substitute shall constitute a quorum. The minutes of all open Executive Committee meetings shall be circulated after each meeting to all members of the Department. Any faculty member in the Department may attend meetings of the Executive Committee without voting except in those cases where the Chair deems a closed session necessary. In such cases the Chair shall give the reasons for holding the closed session.

4.1.c Committee recommendations to the Chair are by consensus where possible and otherwise by majority vote. If the Chair takes an action contrary to Executive Committee recommendation, the Chair shall provide the Committee with an explanation for the decision.

The Committee shall:

- 1) Consult with and advise the Department Chairperson on matters of concern to the Department as well as its policies, including, but not limited to, allocation of Departmental resources, review of teaching programs, faculty work-loads and leaves, and any other matter that the Chair or members of the Executive Committee or of the Departmental may wish to bring to it.
- 2) Recommend establishment of standing and ad hoc subcommittees not otherwise specified in this Plan of Organization as needed necessary or desirable for the Department.
- 3) Review the Plan of Organization and By-Laws, in years ending with a zero or a five, and to initiate proposed changes then or at other times when necessary or desirable.

Department of Global, Environmental, and Occupational Health Plan of Organization

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4) Perform other duties as requested by the Chair or upon petition of 50% of the Committee membership.

4.2 Department Assembly: The Department Assembly advises the Chair and provides oversight on all aspects of the Department. It consists of the regular, visiting, affiliate and adjunct faculty, and staff as well as three graduate students elected by the full-time graduate students in the Department. The Department Assembly (sometimes referred to as "faculty meetings") shall be held as often as needed but not fewer than twice a semester. Special meetings may be called by the Chairperson or upon the written request of at least eight Assembly members. The Chairperson shall announce the meeting at least seven days in advance. Assembly members are expected to attend.

4.2.a The Chairperson shall ordinarily preside. In his/her absence the Assistant/ Associate Chair will preside. Each meeting will include a report by the Chair of his/her current activities. Each will also include a report from every Standing Committee. Meetings shall be conducted in accordance with Roberts Rules of Order, unless dispensed with by unanimous consent. Absentee ballots (electronic balloting) will be allowed if approved by a majority of those present. The assembly may decide to use an electronic balloting procedure rather than voting at a Meeting.

4.2.b The Assembly shall hear reports from the Chair, the Graduate Director, the Undergraduate Director, the Director of Administrative Services and Committee Chairs. The Assembly may offer observations and recommendations following each of these Reports.

The Assembly shall:

- 1) Approve and update the Department's Strategic Plan and implement action steps to carry out its objectives.
- 2) Determine Department policies and initiatives in areas of research, teaching, and service.
- 3) Make major decisions concerning academic program requirements, graduate and undergraduate curricula, student recruitment, personnel, special programs, service activities, budget, and facilities planning.
- 4) Foster high quality of life among faculty, staff, and graduate students in the Department.
- 5) Nominate representatives to School and University committees and recommend faculty and student members for awards/honors.
- 6) Facilitate student appeals process when necessary.

Department of Global, Environmental, and Occupational Health Plan of Organization

Approved X/XX/XX

4.1 Graduate Faculty Committee: The Department Graduate Faculty Committee consists of all tenured and tenure track faculty in the Department in addition to any Research faculty, Adjunct faculty, Affiliate faculty or others who have been officially approved by the Department and the Graduate School. Graduate Faculty meet on a regular basis..

The Committee shall:

- 1) Recommend updates to the Department's Strategic Plan as well as action steps to carry out its objectives.
- 2) Recommend Department policies and updates related to the operation of the graduate programs.
- 3) Recommend academic program requirements, graduate curricula, student recruitment, personnel, special programs, service activities, budget, and facilities planning.
- 4) Facilitate student appeals process when necessary.

An agenda shall be prepared by the Director of Graduate Studies. Minutes of each Committee meeting will be kept and distributed for approval. Decisions are made by majority vote; votes can only be taken when a quorum of committee members are present.

4.2 Graduate Admissions Committee: The Graduate Admissions Committee is a sub committee of the Graduate Faculty Committee with two tenure-track or tenured faculty selected by the Chair representing all of the Department's degree programs. The Committee is chaired by the Director of Graduate Studies and meets twice per semester or to address emerging issues important to the Department's programs.

The committee shall:

- 1) Participate in recruitment and selection of graduate students to the Department's graduate programs;
- 2) Make recommendations regarding admission standards;
- 3) Review all applicants for degree programs and provide recommendations on admission for each to the Director of Graduate Studies;
- 4) Nominate outstanding graduate program applicants for fellowships and other special programs.
- 5) Participate in preparing reports and other documents relevant to Graduate Studies in the Department.

4.2.a Curriculum Committee: The Curriculum Committee is a sub-committee of the Graduate Faculty Committee with at least one tenure-track or tenured faculty selected by the Chair representing each of the Department's degree programs (3) and the Department's liaison to the

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School's Program Curriculum and Courses Committee (PCC). The Committee is chaired by the Director of Graduate students and meets twice per semester or to address emerging issues important to the Department's programs.

The committee shall:

- 1) Monitor the quality of the graduate program.
- 2) Review and recommend changes to graduate program policies.
- 3) Participate in preparing reports and other documents relevant to Graduate Studies in the Department.

4.3 The Global Health Undergraduate Program Committee: The Global Health Undergraduate Program Committee will include faculty from the Department, the SPH and partnering colleges/schools across campus

The committee shall:

- 1) Advise the Director of the Global Health Undergraduate Program on the curriculum, pedagogical considerations, learning outcomes assessments, mentoring and internships.
- 2) Participate in program evaluation.
- 3) Provide input on exception to policy requests.

4.4 Appointment, Promotion, Tenure (APT) and Post-Tenure Review Committee: An APT Committee is formed when a faculty member (either tenured/tenure-track) eligible (mandatory review) or interested (non-mandatory review) in consideration for promotion or tenure is identified or to approve applicants for appointment at the Associate or Full professorial level. All tenured Department faculty members of rank senior to the rank for which the faculty member in question is being considered will constitute the appropriate APT Committee. The Department Chair will appoint the Committee Chair. The committee must have at least three members, and in cases in which the Department cannot meet this criterion, the Chair in consultation with the Dean shall appoint eligible faculty members from related departments to ensure that the review committee shall contain at least three members. Details regarding the APT committee and the promotions process are found in a supporting Department document on Appointment, Promotion, and Tenure.

4.5 Appointment, Evaluation and Promotion (AEP) Committee: An AEP committee is formed when a PTK faculty member is eligible or interested in consideration for promotion. The committee will include at least three PTK faculty members at or above the rank being sought by the candidate and preferably comprising the majority of committee members. Details regarding the AEP committee and the promotions process are found in a supporting Department document on Appointment, Evaluation and Promotion of PTK faculty members.

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4.6 **Merit Committee:** The Merit Committee implements policies for the annual review of all Faculty. The committee consists of all departmental faculty.

4.7 **Institutional Review Board (IRB) Liaison:** The Chair appoints an IRB liaison to serve as the point of contact regarding the IRB application process. The liaison provides a preliminary review of all faculty and student applications for human subjects approval and forwards approved proposals to the University Institutional Review Board. The IRB liaison serves a two-year term and may serve multiple terms.

4.8 **Programs, Curriculum, and Courses (PCC) Liaison:** The Chair appoints a PCC liaison to the School's PCC Committee to serve as the point of contact regarding all PCC issues. The liaison provides a preliminary review of all Departmental, Committee, and faculty requests related to proposals for new courses, program modification or change, and initiation of new programs. The PCC liaison serves a two-year term and may serve multiple terms.

4.9 **Grievance Committee:** The elected members of the Executive Committee shall constitute the Grievance Committee for the Department of Global, Environmental, and Occupational Health. Departmental issues that cannot be resolved through informal channels may be brought before the Grievance Committee. With a senior full professor acting as Chair, the Grievance Committee shall investigate the issues in question and make a recommendation to the Chair of the Department concerning their resolution.

4.10 **Other Standing or Ad-Hoc Committees:** These committees may be constituted by the Departmental Executive Committee, APT Committee, Curriculum Committee, or Department Chairperson as needed or desired to carry out their respective duties, or as required by the University. These committees may be either elected or appointed as deemed appropriate.

ARTICLE 5

Leaves of Absence and Sabbaticals

Faculty members may request a leave of absence without pay for a full year sabbatical leave. Neither is guaranteed. Requests must be made at least 6 months in advance of the proposed leave and one year in advance for a sabbatical leave. In all cases the request must include not only a rationale and plan of action for the period of time requested, but shall also include a plan for how all academic, research, and service duties will be handled in the Department during the faculty member's requested leave. Requests shall be evaluated by the Department Executive Committee for their recommendation to the Chair for final decision at the Departmental level.

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The request must then be reviewed by the Dean and ultimately approved by the Vice-President for Academic Affairs and Provost.

ARTICLE 6

Elections

All elections for Department Committee members called for in the Plan of Organization shall be by secret ballot. The Plan of Organization shall specify the nomination and election procedures as appropriate, the dates of the elections, the terms of office of the elected members, and the procedures for filling vacancies in any elected office.

ARTICLE 7

Approval of Amendments to Plan of Organization:

The Department shall have the power to make modifications in the Plan of Organization that are in accordance with rules and powers of the School, Campus, or University System. An amendment to the Plan of Organization may be proposed by any member of the Department. Amendments to the Plan of Organization shall require approval first by the Department Executive Committee. Approval by the Executive Committee requires a simple majority vote of the entire voting membership of the Committee. The text of the proposed modification shall be publicly available to each member of the Department at least two weeks prior to the end of the balloting period. Amendments that are approved by this process take effect immediately, unless approval is required by other University bodies.



SCHOOL OF
PUBLIC HEALTH

Department of Epidemiology and Biostatistics
Atlantic Bldg. #224, Suite 1340
College Park, Maryland 20742-2611

September 28, 2023

Provost Jennifer King Rice
University of Maryland College Park, Office of the Provost
1101 Thomas V. Miller Jr. Administration Building
College Park, MD 20742-5025

Re: Transition of the Maryland Institute for Applied Environmental Health into the Department of Global, Environmental, and Occupational Health

Dear Provost Rice:

I'm writing to convey my highest level of enthusiasm for the proposed transition of the Maryland Institute for Applied Environmental Health (MIAEH) into the Department of Global, Environmental, and Occupational Health (GEOH).

Currently, all of the MIAEH TTK faculty members have their tenure home in my department, the Department of Epidemiology and Biostatistics. This is problematic. MIAEH and EPIB are completely independent entities and the current tenure home situation results in EPIB faculty members, who have no to very little understanding of the scholarship of MIAEH faculty members, making first level APT decisions on these faculty members. Creating GEOH would fix this situation, enabling MIAEH faculty members (future GEOH faculty members) to have tenure homes in their own department.

Creating GEOH will also bring greater visibility to our School of Public Health in the areas of global health, environmental health and occupational health. I look forward to seeing this transition finally taking place.

Best regards,

A handwritten signature in black ink, appearing to read "Amir Sapkota", with a long horizontal flourish extending to the right.

Amir Sapkota, PhD
Professor & Chair, EPIB

Fall Break Implementation Proposal



November 2023

During Spring 2023, a work group was charged by the Provost to explore the feasibility of adding a break from classes in the fall semester, in addition to the Thanksgiving Break. The impetus for the charge was a recommendation with the University Senate to consider implementing a break as a result of their review of the University's policy on excused absences. The work group's core tasks and deliverables were:

- A recommendation on whether the university should consider implementing a fall break, with strong reasoning to support the recommendation.
- In the case that the group recommends implementing a fall break, options and an analysis of the strengths and weaknesses of each should be considered.

The work group report is attached as Appendix A, in which it was concluded that a two-day fall break is feasible, with the preferred timing to be a Monday-Tuesday in early October. The rationale for this conclusion is discussed in the report. Given the need for planning well ahead of time, the earliest starting semester would be Fall 2025. The proposed change to Fall 2025 also requires a change to Summer 2025, so a decision will be needed before Summer 2025 scheduling begins in Fall 2024.

This document lays out the specifics of the required calendar changes for the academic years of Fall 2025 through Fall 2027. In all three years, the preferred break period is in the week before the Indigenous Peoples' Day weekend. Some of the general comments from the workgroup's report are repeated here for context.

The proposal assumes that the two break days are "no-class" days, but not additional university holidays, so employees would be expected to report to work on those days unless they use their personal or annual leave. We did not consider the use of Labor Day as a class day since it is a university holiday.

General Comments on the Academic Calendar

Every six years, the university is asked by the University System of Maryland to draft six years of academic calendars for the campus, three years in advance. This last exercise was

completed in 2019 for the 2022-2027 academic years. We anticipate a request for the next cycle (2028-2031) sometime in the 2024 calendar year.

Annual calendars typically operate on a seven-year cycle, with the start and end dates shifting as the annual calendar shifts. In crafting the academic calendars, the Registrar deals with a set of federal, state, and university constraints that include: a regulated number of credit hours per term, adequate time to refresh the residence halls and facilities, avoidance of major religious days, a set number of days for final exams prior to commencement, the inclusion of a reading day, and enough time for main commencement and departmental ceremonies in spring.

With our standard MWF and T-Th course schedules, the state regulations result in the need for 45 MWF and 30 T-Th instructional days in each semester, ideally 75 total instructional days. Our calendar is sufficiently constrained that we typically can only fit 72 instructional days, (excluding final exam week). It should be noted that the federal guidance allows flexibility “consistent with commonly accepted practice in postsecondary education.”

Key Principles for the proposed schedule

- Given the state and federal requirements, two days must be added to the Fall schedule to accommodate a two-day break. In each year we considered the balance between starting earlier and ending later. Given how close the end of the Fall semesters are already to the winter break, starting earlier seems to be the better option¹. For example, extending the Fall 2025 calendar by two class days without starting earlier would push the last day of final exams to December 24. In Fall 2026 and Fall 2027, the last day of finals would be December 23.
- Final exam scheduling requires six days of exams, which in most years requires seven calendar days, avoiding scheduling exams on Sundays.
- Resident Life, Facilities, and academic support units all need time between terms to manage move-in and move-out of the residence halls, prepare facilities for the next term, and various administrative functions. The aim is for 9 days between summer and fall and 5 days between spring and summer. This cannot always be achieved, but priority is given to time between summer and fall.

¹ In the work group report, a different set of options was laid out as a straw plan, but this did not take into account the impact on the summer term – for example the time between summer 2025 and fall 2025 would have been unacceptably short. A more careful analysis led to the decision to propose the earlier start choice rather than later end.

Achieving these principles sometimes requires changes to summer, winter, and/or spring terms as well. Below are some specific notes for each academic year. Proposed calendar modifications are in Appendix B. It should be noted that there are numerous other dates to work through (start/stop of sub terms, summer sessions, 12-week terms, etc.), but they don't influence the main start/stop dates of the semester so are not indicated in Appendix B. Highlights for each academic year are below.

Fall 2025: This semester was already unusual because of the late start, just after Labor Day, resulting in a late finish. The semester start is moved into the week before Labor Day to avoid getting too close to the winter break. (Starting before Labor Day is more typical.) To leave adequate time between summer and fall, Summer 2025 will also be moved forward by two days. Summer 2026 has also been moved forward to prepare for the change in Fall 2026.

Fall 2026: The current start of Fall 2026, like most years, is the Monday before Labor Day. To accommodate the additional two days for the break, the start is moved three days into the earlier week, to Wednesday August 26, leaving the end of the fall final exam period as scheduled, on December 19. The Fall 2026 semester was already one day short (71 days), so moving back by three days brings it into alignment with other terms (72 days).

Fall 2027: The current start of Fall 2027 is also the Monday before Labor Day. The start is moved two days into the earlier week, to Thursday August 26. The end of the final exam period would remain on Tuesday December 21. To leave adequate time between summer and fall, Summer 2027 is moved earlier by two days, and this then also requires moving Spring 2027 earlier by two days to leave adequate time between spring and summer.

The resulting break periods are as follows (inclusive of weekends):

Calendar Year	Days between Spring/Summer	Days between Summer/Fall
2025	4	7
2026	5	8
2027	6	8

These new schedules would start our fall semesters earlier than the local county public schools begin their fall classes. Public schools typically begin the Monday prior to Labor Day. The alternative, however, would extend our fall semesters later into December which is also not desirable, particularly for those who travel for the winter break.

We recognize that many units across campus use the week before the start of class for various types of welcoming, training, and orientation events. Hopefully by establishing the calendar changes well in advance of the start, there will be time for adaptation.

Appendices

[Appendix A](#) - Fall Break Work Group Report, Spring 2023

[Appendix B](#) – Proposed calendar adjustments for upcoming Fall years

Fall Break Workgroup Report - June 2023



Charge

This workgroup was charged to explore the feasibility of adding a break from classes in the fall semester, in addition to the Thanksgiving Break. The group's core tasks and deliverables include:

- A recommendation on whether the university should consider implementing a fall break, with strong reasoning to support the recommendation.
- In the case that the group recommends implementing a fall break, options and an analysis of the strengths and weaknesses of each should be considered.

In addition to the charge, the group also considered:

- the impact on the schedule of classes and the overall academic calendar, delivery of coursework, campus/system policy, and the core mission of this institution to prepare our students for success
- particular kinds of classes that pose special challenges (e.g. laboratory or studio expectations)
- the length and timing of the break to find a compromise between the benefits of the mental health break and the loss of instructional time
- the restrictions and regulations regarding the number of faculty contact and instructional hours
- peer practices, specifically within the Big Ten Academic Alliance and USM
- the information-gathering processes as inclusive of the broader community's perspectives
- the impact on students who are unable to travel during the break
- other kinds of requests (e.g. a day off for elections)

Background

This work is motivated by a [recommendation from the University Senate's Academic Procedures and Standard Committee](#) (APAS) in December 2022 to explore the benefits and complications of adding a short break from classes during the fall to the academic calendar. This work is well aligned with the goals of the *Fearlessly Forward* Strategic Plan, particularly our strategic commitment to invest in people and communities with the goal of becoming a coordinated community of care. This work sits squarely in that space.

General Comments on the Academic Calendar

Every six years, the university is asked by the University System of Maryland to draft six years of academic calendars for the campus, three years in advance. This last exercise was completed in 2019 for the 2022-2028 academic years.

Annual calendars typically operate on a seven-year cycle, with the start and end dates shifting as the annual calendar shifts. For the upcoming years, Fall 2024 has the earliest start and finish dates (Aug 26 - Dec 17), and Fall 2025 has the latest (Sept 2 - Dec 20).

In crafting the academic calendars, the Registrar deals with a set of federal, state, and university constraints that include: a regulated number of credit hours per term, adequate time to turn over the residence halls, avoidance of major religious days, a set number of days for final exams prior to commencement, the inclusion of a reading day, and enough time for main commencement and departmental ceremonies. The elimination of the winter commencement has created some relief from this last constraint for the fall semester. However, it still has an impact in the spring, particularly on the time between the end of the spring semester and the start of the summer term. With our standard MWF and T-Th course schedules, the State regulations result in the need for 45 MWF and 30 T-Th instructional days in a given semester, ideally 75 total instructional days. It should be noted that the federal guidance allows flexibility “consistent with commonly accepted practice in postsecondary education” (see Appendix C).

It is also important to note that the university has effectively three academic calendars. In addition to the “standard” fall/winter/spring/summer semester calendar, there is a 12-week calendar used by a small number of professional graduate programs. There are also 7-week “sub-terms” within the standard fall and spring semesters. This latter is used almost exclusively by the master's programs within the Robert H. Smith School of Business. Our work focused mainly on the standard semester calendar, although we note some of the issues raised have to do with other ones towards the end of this document.

Key themes

Overall positive feedback

The workgroup received generally positive feedback when surveying campus stakeholders. Most people saw a fall break as a beneficial change to the fall academic calendar. Students are interested in learning more about the university’s intentions behind instituting a fall break, although many believe this would generally support mental health for students and

faculty alike. Some units are concerned about a longer fall semester getting too close to the winter break.

Impact on instruction

While the feedback was positive overall, the predominant faculty concern has come from academic units with laboratory instruction. Faculty and schedulers within the Clark School of Engineering, the College of Agriculture, and the College of Computer, Mathematical, and Natural Sciences were consulted, and most indicated that a fall break is doable as long as there is enough time to prepare.

Another sector of instruction considered was that of the performing arts. School of Music ensembles and TDPS theater production courses are often working towards a performance deadline, but the actual calendar days available are less important such that a short break could be accommodated with enough lead time.

The School of Architecture, Planning and Preservation has studio courses that may be impacted. The schedules are apparently flexible enough to accommodate a break.

Impact on administrative units

The campus administrative units that were consulted generally indicated that a fall break is feasible, given advance notice. The units included Enrollment Management, Extended Studies, Student Financial Services, Resident Life, Residential Facilities, Dining, Athletics, Conferences & Visitor Services.

Mental Health

Mental Health concerns have increased significantly over the last number of years, especially for students, but also for faculty and staff. There is general consensus that a short break from classes in the fall would be a welcomed addition to reduce stress. The University Counseling Center has noted that, unlike prior years when there was an ebb and flow of service demands, the demand is consistently high, with more students with heightened distress that requires hospital transport. Anxiety is the top presenting concern, with the top two sub-areas being social anxiety and academic distress.

Peer Practices

Within the Big Ten Academic Alliance, nine out of fourteen schools have a fall break. Of those nine, six of the fall breaks are in mid-October for 2-3 days. Four of those six are scheduled at the beginning of the week (Monday/Tuesday) and the remaining two are scheduled at the end

(Thursday/Friday). One school offers a three-day break from Friday-Tuesday. The remaining three Big Ten schools with a fall break schedule it during the week of Thanksgiving. Also of those nine Big Ten schools, four have a winter session, and two of those four have a Reading Day. Other peer schools within USM and elsewhere were reviewed, and similarly, it was more common that a fall break was in place and that it was scheduled sometime in mid-October at the beginning of the week. Every school with a fall break started classes before Labor Day.

Feasibility

Constraints on the calendar include the following:

- The university must adhere to federal, state, and Middle States guidance on the required number of class days to meet credit-hour requirements. As a result, adding a two-day break in the fall would require extending the length of the semester by two days.
- Residential Facilities, Dining Services, and other student services need time between the summer and fall semesters to prepare for the start of Fall.
- Generally, the institutions within the USM operate on a common calendar, so a change to our calendar will require socialization within the USM.
- Laboratory classes that meet one day per week and with many sections require a full week of class time along with setup/teardown time to maintain a schedule. Laboratory courses that involve animals may have associated time constraints due to the preparation of the animals.
- Adding two no-class days to the 12-week calendar, which is used by a small number of professional graduate programs, is nearly impossible just given the number of working days in the year.
- Adding two no-class days in October to the 7-week “sub-terms” that fall within the fall may result in some awkward pedagogical timing for the programs using those subterms.

Recommendations

Our analysis focused on two particular years: Fall 2024, which has the earliest start/stop (Aug 26 - Dec 17), and Fall 2025, which has the latest start/stop (Sept 2 - Dec 20). As such, some years would require an earlier start to the semester, and in other years a later end.

Realistically, the earliest implementation would be in Fall 2025 since scheduling and planning for Fall 2024 is already underway. We included consideration of Fall 2024 as an example.

In general, it appears that a two-day break, resulting in extending the length of the fall semester by two days, would be feasible. The committee considered three general options.

Thanksgiving: Based on the feedback received and from earlier discussions, we came to the conclusion that extending the Thanksgiving week would not accomplish the goal of stress reduction, given how late Thanksgiving is in the semester. For example, in Fall 2024 there are only two TTh and four MWF class days between Thanksgiving and Reading Day.

Beginning in the Fall of 2016, the Wednesday before Thanksgiving was designated a “no-class” day, allowing time for travel for the holiday for students who need to do so. It resulted in a five-day break (including the weekend). Some instructors have noted that continuity of learning is disrupted during the week of Spring Break, and so, concerns were raised about implementing a weeklong break over Thanksgiving, especially as final exams approach. This is also the point in the academic calendar when performance-based classes have their culminating performances. Removing days from the calendar at this time would significantly complicate scheduling performance venues in The Clarice. However, it should be noted that using Thanksgiving week to implement a longer fall break would be the least disruptive to laboratory instruction schedules.

Election Day: Another possible option would be to use the timing of Election Day – the Tuesday after the first Monday of November in even-numbered years. While the timing of the break would be better than Thanksgiving, it is still relatively late in the semester as well as being close to Thanksgiving. In Fall 2028, for example, Election Day and Thanksgiving are just two weeks apart. Given that Election Day is always on a Tuesday, a rational option would be a Mon/Tues break rather than just a single day. In odd years, this date is not particularly relevant.

The University offers [guidance](#) on voting for students, faculty, and staff, and typically provides [resources](#) and [reminders](#) as Election Day approaches.

Mid-October: This timing would put a break approximately halfway through the number of instructional days. A one-day break connected to a weekend would, of course, be even more feasible if this were identified as the preferred option.

We recommend that if a two-day break were implemented, they remain “no-class” days rather than university closures or holidays and that the break should use one MWF day and one TTh day. While there were some differences of opinion as to whether a Thu/Fri period or a Mon/Tu period would be preferable, we recommend that a Mon/Tu break be considered with higher priority, although the impact on specific units should be considered. Friday

afternoons tend to be a light instruction period and students who do wish to travel home could use this time without losing more class time. On the other hand, in some years the Thu/Fri break is more feasible from a scheduling perspective.

We learned that Indigenous Peoples' Day (Columbus Day) is an important recruitment day for Undergraduate Admissions since it is available for many parents and prospective students. Many students participate in hosting visitors, and there is interest among parents and students to visit classes. Consequently, this would not be a good choice for a fall break day.

Appendix B¹ contains sample calendars with a two-day break for Fall 2024 through Fall 2028, showing the two options of two days in mid-October or two days at the time of Election Day. In most years, the sample calendars assume no change in the start date, since they already start one week prior to Labor Day.

There will likely be a significant number of students who would remain on campus for a short break. We recommend, therefore, that the university develop a strategy for some programming during those days. Among the 30,000 undergraduate students enrolled, there are approximately 7,000 who live outside of the DelMarVa region (including 650 international students). While only a fraction of those students are in UMD's residence halls, these give an indication of students who might likely remain on or near campus over a short break.

Issues for specific academic programs

Undergraduate chemistry instruction represents a unique challenge due to the specific number of laboratory hours required by its professional society. Lower-level chemistry course enrollments are such that lab sections must be offered five days per week, and they require setup/teardown preparation time that creates challenges for modifying the schedule. Otherwise, various suggestions for alternative lab instruction have been discussed, based on experiences during the pandemic. These include a dry-lab week, an independent activity lab, or an analysis week. During the discussion, it became clear that specific calendar adjustments would need to be reviewed on a year-by-year basis.

Twenty-two professional graduate programs follow the 12-week/4-term calendar (although some of these are online versions of on-campus programs), with a total enrollment of about 500 graduate students. These program directors expressed concern about introducing a

¹ Appendix B removed since it is out-of-date, please see follow-up November 2023 report.

break in an already extremely tight schedule. The students in these programs are often working professionals who have a goal of completing the program as quickly as possible.

More generally, the primary request for the semester-based masters and doctoral programs is if the calendar were to be lengthened, they would like to avoid going much further into December. There is an inherent tension between Labor Day and the Christmas holiday, however, and depending on the specifics of the calendar, the semester may need to either start earlier or end later. Our review of the Fall 2025 calendar, which ends on December 20, was a good reference point.

Several of the Smith School's masters programs use the 7-week sub-terms to deliver 2-credit courses. A small number of other academic units also use the 7-week subterms, with the majority being graduate-level courses. They are typically scheduled Monday-Thursday. Implementation of a Mon/Tues break in one or the other of the sub-terms would create a need for making up significant instructional time.

Some graduate program directors expressed the sentiment that later in the semester, rather than the middle, is a more stressful time for graduate students. It is conceivable that undergraduate students and graduate students respond differently to their academic pressures given the variation in type and intensity of the work.

Prior to making a final decision as to whether to implement a break and when, we recommend strongly that some socialization among students, faculty, and staff be carried out. While we have attempted to reach a wide audience, there may be consequences we have not uncovered.

Areas to consider moving forward

Student workload

There is a concern that to keep up with the class pace, faculty may be inclined to assign work over the break or front load work as a break approaches. This would need to be mitigated to ensure that students receive a true break, as is the university's intent.

Programming with intent

The university should consider offering health and wellness programming to connect the implementation of a fall break with the initial trigger, our community's mental health.

Student travel

If a fall break were implemented, it would be important to track how many students choose to stay on and around campus, versus how many travel. This is important for future programming considerations as it relates to the arts and student affairs, as well as for services (and related expenses incurred) that would need to be provided by the Division of Student Affairs.

Workgroup members

Chair: Elizabeth Beise Professor of Physics and the Senior Associate Provost

Members:

Adrian R. Cornelius, Executive Director of Enrollment Management & University Registrar

Chetan Joshi, Director, University Counseling Center

Lisa J. Kiely, Associate Dean for Undergraduate Studies and Ombudsperson

Amy J. Karlsson, University Senator/APAS Committee Chair and Associate Professor,
Chemical and Biomolecular Engineering

Michael P Montague-Smith, Principal Lecturer and Director of Undergraduate Studies

Autumn Dawn Perkey, University Senator and Graduate Student

Michael Votta, Professor, Conducting & Ensembles, Director, Bands, Director, UMD Wind
Orchestra

Aiden Daniel Wechsler, Undergraduate Student and Dir. Academic Affairs, SGA

Support: Kathleen Perry, Assistant to the Provost

Appendices

[Appendix C](#) – Definition of a Credit hour (Federal, State, and Middle States Expectations)

Addendum – Additional Considerations

Credit Hour definition and COMAR

June 2023

Federal Definition of a Credit Hour - [34 CFR 600.2](#)

Credit hour: Except as provided in [34 CFR 668.8\(k\)](#) and [\(l\)](#), a credit hour is an amount of student work defined by an institution, as approved by the institution's accrediting agency or State approval agency, that is consistent with commonly accepted practice in postsecondary education and that

- (1) Reasonably approximates not less than -
 - (i) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different period of time; or
 - (ii) At least an equivalent amount of work as required in paragraph (1)(i) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours; and
- (2) Permits an institution, in determining the amount of work associated with a credit hour, to take into account a variety of delivery methods, measurements of student work, academic calendars, disciplines, and degree levels.

MHEC – [COMAR 13B.02.02.16](#)

D. Credit Hours.

- (1) An in-State institution shall award 1 credit hour for:
 - (a) A minimum of 15 hours, of 50 minutes each of actual class time, exclusive of registration, study days, and holidays;
 - (b) A minimum of 30 hours, of 50 minutes each of supervised laboratory or studio time, exclusive of registration, study days, and holidays;
 - (c) A minimum of 45 hours, of 50 minutes each of instructional situations such as practica, internships, and cooperative education placements, when supervision is ensured and learning is documented; or
 - (d) Instruction delivered by electronic media based on the equivalent outcomes in student learning in §D(1)(a) of this regulation, and may include a combination of telelessons, classroom instruction, student consultation with instructors, and readings, when supervision is ensured and learning is documented.
- (2) One quarter hour of credit is awarded for instruction equivalent to 2/3 of the contact hours required for 1 credit hour.

Middle States (now known as Mid-Atlantic Commission on Higher Education) Policy

[Credit Hour Policy](#) (effective July 1, 2022) follows the federal definition.

C. Credit hour. An amount of student work defined by an institution, as approved by the institution's accrediting agency or State approval agency, that is consistent with commonly accepted practice in postsecondary education and that (1) reasonably approximates not less than (i) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different period of time; or (ii) At least an equivalent amount of work as required in (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours; and (2) permits an institution, in determining the amount of work associated with a credit hour, to take into account a variety of delivery methods, measurements of student work, academic calendars, disciplines, and degree levels. (federal definition in 34 CFR § 600.2).

Additional Considerations

Major Jewish Holidays in the Fall Semester

We were asked to consider the alignment of the two major Jewish holiday periods -- Rosh Hashanah and Yom Kippur -- with a potential break. This is relevant only if a break is considered in mid-October. While the Jewish holiday dates, which are based on a lunisolar calendar, vary from year to year on the Gregorian calendar, in some years they are observed in early October. The alignment of Yom Kippur with Columbus Day in Fall 2024 and Fall 2027 would preclude a break weekend at that time because they would conflict with recruitment weekends. Given the timing of the holidays in other years (mid- to late September), we do not recommend trying to align a break with these times.

Holiday	Start (sundown)		End (nightfall)	
Rosh Hashanah 2023	Friday	Sept 15	Sunday	Sept 17
Yom Kippur 2023	Sunday	Sept 24	Monday	Sept 25
Rosh Hashanah 2024	Wednesday	Oct 2	Friday	Oct 4
Yom Kippur 2024	Friday	Oct 11	Saturday	Oct 12
Rosh Hashanah 2025	Monday	Sept 22	Wednesday	Sept 24
Yom Kippur 2025	Wednesday	Oct 1	Thursday	Oct 2
Rosh Hashanah 2026	Friday	Sept 11	Sunday	Sept 13
Yom Kippur 2026	Sunday	Sept 20	Monday	Sept 21
Rosh Hashanah 2027	Friday	Oct 1	Sunday	Oct 3
Yom Kippur 2027	Sunday	Oct 10	Monday	Oct 11
Rosh Hashanah 2028	Wednesday	Sept 20	Friday	Sept 22
Yom Kippur 2028	Friday	Sept 28	Saturday	Sept 30

Impact on Athletics and Student Athletes

We consulted with the Division of Athletics as to whether the addition of a break would be disruptive to training. As long as those students still have access to on-campus housing, the expectation is that the impact would be minimal, and if anything, beneficial as it would allow a period of practice and training without the demands of coursework.

Proposed Adjustments to Calendars to Accommodate a Fall Break

2025 – 2026 PROPOSED ACADEMIC CALENDAR CHANGES

Note: Summer 2025 will be moved forward, ending Tuesday, August 20

Fall Semester 2025

First Day of Classes	September 2 (Tuesday) August 27 (Wednesday)
Labor Day	September 1 (Monday)
Fall Break	October 6-7 (Monday-Tuesday)
Thanksgiving Recess	November 26-30 (Wednesday-Sunday)
Last Day of Classes	December 12 (Friday)
Reading Day	December 13 (Saturday)
Final Exams	December 15-20 (Monday-Saturday)

Winter Term 2026

Classes Begin	January 5 (Monday)
Dr. Martin Luther King Holiday	January 19 (Monday)
Classes End	January 23 (Friday)

Spring Semester 2026

First Day of Classes	January 26 (Monday)
Spring Break	March 15-22 (Sunday-Sunday)
Last Day of Classes	May 12 (Tuesday)
Reading Day	May 13 (Wednesday)
Final Exams	May 14-20 (Thursday-Wednesday)
Commencement - Main Ceremony	May 20 (Wednesday)
College/Department Ceremonies	May 21 (Thursday)
College/Department Ceremonies	May 22 (Friday)

Summer Term 2026

Sessions I and I-A Begin	June 1 (Monday) May 27 (Wednesday)
Juneteenth Holiday	June 19 (Friday)
Independence Day Holiday	July 3 (Friday)
Sessions I and I-B End	July 10 (Friday) July 8 (Wednesday)
Sessions II and II-C Begin	July 13 (Monday) July 9 (Thursday)
Sessions II and II-D End	August 21 (Friday) August 18 (Tuesday)

All dates are potentially subject to change.

2026 - 2027 PROPOSED ACADEMIC CALENDAR CHANGES

[Summer 2026 has been moved forward by two days, ending August 19]

Fall Semester 2026

First Day of Classes	August 31 (Monday) August 26 (Wednesday)
Labor Day	September 7 (Monday)
Fall Break	October 5-6 (Monday-Tuesday)
Thanksgiving Recess	November 25-29 (Wednesday-Sunday)
Last Day of Classes	December 11 (Friday)
Reading Day	December 12 (Saturday)
Final Exams	December 14-19 (Monday-Saturday)

Winter Term 2027

Classes Begin	January 4 (Monday)
Dr. Martin Luther King Holiday	January 18 (Monday)
Classes End	January 22 (Friday)

Spring Semester 2027

First Day of Classes	January 27 (Wednesday) January 25 (Monday)
Spring Break	March 14-21 (Sunday-Sunday)
Last Day of Classes	May 13 (Thursday) May 11 (Tuesday)
Reading Day	May 14 (Friday) May 12 (Wednesday)
Final Exams	May 15-21 (Saturday-Friday) May 13-19 (Thurs – Wed)
Commencement - Main Ceremony	May 24 (Monday) May 19 (Wednesday)
College/Department Ceremonies	May 25 (Tuesday) May 20 (Thursday)
College/Department Ceremonies	May 26 (Wednesday) May 21 (Friday)

Summer Term 2027

Sessions I and I-A Begin	June 1 (Tuesday) May 27 (Thursday)
Juneteenth Holiday	June 18 (Friday)
Independence Day Holiday	July 5 (Monday)
Sessions I and I-B End	July 9 (Friday) July 8 (Thursday)
Sessions II and II-C Begin	July 12 (Monday) July 9 (Friday)
Sessions II and II-D End	August 20 (Friday) August 18 (Wednesday)

All dates are potentially subject to change.

2027 - 2028 PROPOSED ACADEMIC CALENDAR CHANGES

[Summer 2027 has been moved forward by two days, ending August 18]

Fall Semester 2027

First Day of Classes	August 30 (Monday) August 26 (Thursday)
Labor Day	September 6 (Monday)
Fall Break	October 4-5 (Monday-Tuesday)
Thanksgiving Recess	November 24-28 (Wednesday-Sunday)
Last Day of Classes	December 13 (Monday)
Reading Day	December 14 (Tuesday)
Final Exams	December 15-21 (Wednesday-Tuesday)

Any necessary revisions to Winter 2028, Spring 2028, and Summer 2028 will be made once the Fall 2028 calendar is drafted with the inclusion of a 2-day Fall Break.

All dates are potentially subject to change.