

March 31, 2011

MEMORANDUM

TO: University Senate Members

FROM: Linda Mabbs
Chair of the University Senate

SUBJECT: University Senate Meeting on Thursday, April 7, 2011

The next meeting of the University Senate will be held on Thursday, April 7, 2011. The meeting will convene at **3:15 p.m.**, in the **Atrium of the Stamp Student Union**. If you are unable to attend, please contact the Senate Office¹ by calling 301-405-5805 or sending an email to senate-admin@umd.edu for an excused absence. Your response will assure an accurate quorum count for the meeting.

The meeting materials can be accessed on the Senate Web site. Please go to <http://www.senate.umd.edu/meetings/materials/> and click on the date of the meeting.

Meeting Agenda

1. Call to Order
2. Approval of the March 2, 2011, Senate Minutes (Action)
3. Report of the Chair
4. Committee Reports
 - A. PCC Proposal to Modify the Curriculum of the M.A. in Spanish Language and Literature by Adding a Concentration in Hispanic Applied Linguistics (Senate Doc. No. 10-11-47) (Action)
 - B. ERG Report on Representation of Single-Member Constituencies (Senate Doc. No. 09-10-38) (Action)
 - C. Faculty Affairs Committee Report on University Policies Related to Lecturers/Instructors & Research Faculty (Senate Doc. No. 10-11-04) (Action)

¹ Any request for excused absence made after 1:00 p.m. will not be recorded as an excused absence.

- D. Report of the Task Force on Age-Related Faculty Issues (Senate Doc. No. 09-10-39) (Action)
- E. University Library Council Report on the University Open Access Movement: A Proposal for Broad University Engagement (Senate Doc. No. 10-11-32) (Action)
- 5. Unfinished Business: PCC Proposal to Reorganize and Rename the Departments in the College of Education (Senate Doc. No. 10-11-41) (Action)
- 6. New Business
- 7. Adjournment

¹ Any request for excused absence made after 1:00 p.m. will not be recorded as an excused absence.

University Senate

March 2, 2011

Members Present

Members present at the meeting: 94

Call to Order

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

Approval of the Minutes

Chair Mabbs asked for additions or corrections to the minutes of the February 9, 2011 meeting. Hearing none, she declared the minutes approved as distributed.

Report of the Chair

Nominations Committee

Mabbs stated that the Senate Nominations Committee is still seeking candidates to run for open positions on Senate-elected committees and councils, including the 2011-2012 Senate Executive Committee, Committee on Committees, the Athletic Council, the Council of University System Faculty, and the Campus Transportation Advisory Committee. If you are a continuing Senator, and you are interested in running for a position, please fill out a form and return it to the Senate Office. The deadline for nominations is March 11, 2011. Nominees will be considered for placement on the slate for election, but are not guaranteed a spot. All candidates will be asked to submit a short candidacy statement for the elections held at our transition meeting on May 4, 2011.

Senate Elections

Mabbs stated that the Senate Office opened the online election system for electing next year's staff, student, adjunct, research faculty, instructor/lecturer, and emeriti senators on Monday, February 28, 2011. Unfortunately, the large volume of voters crashed the University's server. The Office of Information Technology (OIT) staff have now resolved the issue and the system is up and running again. Because of the delay in getting the system operational, we have decided to extend the deadline to March 14, 2011 to account for the lost time. Mabbs encouraged all senators to vote by going to <http://www.senate.umd.edu> and asked that Senators encourage their constituents to vote.

Committee Reports

PCC Proposal to Establish a Bachelor of Science Degree Program in Atmospheric and Oceanic Science (Senate Doc. No. 10-11-42) (Action)

David Salness, Chair of the Programs, Curricula, & Courses (PCC) Committee, presented the proposal to establish a Bachelor of Science degree program in

Atmospheric and Oceanic Science to the Senate and provided background information.

Mabbs opened the floor to discussion; hearing none, she called for a vote on the proposal. The result was 81 in favor, 1 opposed, and 0 abstentions. **The motion to approve the proposal passed.**

PCC Proposal to Rename the Bachelor of Science Program in General Business as the Bachelor of Science Program in Management (Senate Doc. No. 10-11-43)

David Salness, Chair of the Programs, Curricula, & Courses (PCC) Committee, presented the proposal to rename the Bachelor of Science Program in General Business as the Bachelor of Science Program in Management to the Senate and provided background information.

Mabbs opened the floor to discussion.

Senator Bacon, Undergraduate, College of Arts & Humanities, introduced Evan Ponchick to speak. Ponchick stated that the proposal was a step in the right direction and strongly supported it.

Hearing no further discussion, Mabbs called for a vote on the proposal. The result was 77 in favor, 5 opposed, and 0 abstentions. **The motion to approve the proposal passed.**

PCC Proposal to Reorganize and Rename the Departments in the College of Education (Senate Doc. No. 10-11-41) (Action)

David Salness, Chair of the Programs, Curricula, & Courses (PCC) Committee, presented the proposal to Reorganize and Rename the Departments in the College of Education, reducing the number of departments from seven to three, to the Senate and provided background information.

Mabbs opened the floor to discussion of the proposal.

Senator Gullickson, Faculty, College of Arts & Humanities, asked if the proposal would adversely impact junior faculty without tenure.

Betsy Beise, Associate Provost for Academic Planning and Programs and PCC Committee Member, stated that an appendix to the proposal outlines the specific procedures how junior faculty will be promoted under the new structure. The eligible faculty of the individual's previous department will make assistant professors decisions. Associate professor decisions will be made by members of the previous department for up to three years following the faculty member's change of tenure home.

Senator Turner, Faculty, College of Education, introduced David Imig, Chair of the College of Education Senate who stated that for the past two years all constituencies had endorsed the reorganization. Members of the college were given several opportunities to provide feedback. The College Senate has reviewed each proposal. He explained the thorough review process and urged the Senate to approve the proposal.

Greg Hancock, Non-Voting Ex-Officio & Chair of the Department of Measurement, Statistics and Evaluation, presented concerns about the reorganization proposal. He explained that as a result of the proposal, he would gain outstanding colleagues but would also lose identity as a top stand-alone department. His major points included that the proposal was not motivated by clear goals or objectives, and that there is no evidence that the reorganization would achieve any strong goals. He also raised concerns about the rationale presented for the reorganization and questioned why an external evaluation that conducted a comprehensive evaluation to identify strengths and weaknesses was not conducted. He was also concerned about the major operating principles that led to the reorganization, which included a reduction of departments to three or four and that everyone should be included in the reorganization. He stated that the final vote was between two three-department models and does not necessarily reflect strong support of the overall idea of reorganization. Five out of the seven units initially rejected the overall idea of a three-department model, but it continued to be one of the options presented. He also questioned the backwards approach of defining the objectives and goals at the end of the process. He stated that there were better ways to accomplish these goals without reorganizing the entire college such as establishing interdisciplinary centers, creating special incentives for cross-departmental collaborations etc. He encouraged the Senate to vote against the proposal. He suggested instead that the University convene a blue-ribbon panel to conduct a thorough external evaluation, to set concrete goals and objects, to determine methods that are best suited to meet those goals and objectives, and to establish the criteria that indicate whether those have been met.

Senator Turner, Faculty, College of Education, introduced Robert Croninger who stated that he was proud of being part of the dialogue for the reorganization. He explained that it was not an easy or linear process. However, it was an iterative process that was born out of the concern that the College was made up of silos, which reduced collaboration. There was also concern over the sustainability of small programs. There are currently 50 different programs and specializations within the College for 100 faculty. There was a need to create a structure to allow the faculty to work in common areas. He encouraged the Senate to approve the proposal.

Senator Soltan, Faculty, College of Behavioral and Social Sciences, asked if anyone from the College of Education could defend the critique of the proposal.

Senator Celi, Faculty, College of Engineering, asked if the faculty had the opportunity to vote against the idea of the reorganization.

Mabbs stated that Dean Wiseman indicated with a gesture from the Senate floor that faculty members were not given an opportunity to vote against the reorganization.

Senator Celi, Faculty, College of Engineering, stated that he found it troubling that they were not given that opportunity because it seems like the decision was forced from the upper administration.

Francine Hultgren, Non-Voting Ex-Officio & Interim Chair of the Departments of Education Policy Studies & Curriculum and Instruction, stated that the process was the most important piece of the proposal. There was no actual vote, but there were many opportunities to voice an opinion of agreement or disagreement of the reorganization. This conversation began well before the reorganization. The silo problem is a long-standing one. The results of prior external reports indicated that reorganization was something we should seriously consider and was necessary. It was clear that units smaller than 15-30 faculty were not appropriate and should be reexamined to increase collaboration and move away from the silo mentality. There have been many markers indicating that reorganization was necessary. She also explained that a qualitative review allowed them to understand what they want to do. They did consider an external review, but it was voted down because they felt the College of Education should make the decision of how to reorganize. She felt it was a healthy process.

Senator Lohndal, Graduate Student, College of Arts & Humanities, stated that he has not heard a specific defense of the proposal. Specifically, why is this reorganization the best one to achieve these goals and what exactly are the goals? He also asked why this model and what are the benefits for faculty and students? He asked Dean Wiseman to speak to the advantages of this particular proposal.

Senator Haring, Faculty, College of Education, introduced Robert Lissitz, who stated that he was formerly the Chair of the College Senate and the University Senate. He commented that he did not see any relationship between the reorganization and a solution to the problems that exist. He suggested that the 50 programs should be strategically reduced prior to reorganization. He also stated that there were problems with admissions, standards, quality of dissertations, advising, but he does not believe that combining programs addresses these issues. He stated that Provost Farvardin's desire to eliminate small departments was a primary motivation for the reorganization. He was not sure whether combining departments saves money, increases collegial activity, or makes the College of Education more efficient.

Senator Yuravlivker, Graduate Student, College of Behavioral & Social Sciences, asked if there is opposition and the faculty were not given the opportunity to vote up or down on the reorganization, whether it would be best to postpone Senate consideration to give the faculty an opportunity to vote. He stated that at the moment he would not support the proposal. However, if a vote were taken that showed strong support of the proposal by the faculty, he would be more inclined to vote favorably.

Mabbs asked if Senator Yuravlivker was making a motion.

Senator Yuravlivker made a motion to postpone consideration of the proposal until the next Senate Meeting. The motion was seconded.

Mabbs opened the floor to discussion of the motion to return the proposal to the College of Education and postpone Senate consideration until the next meeting.

Senator Kahn, Faculty, College of Computer, Mathematical, and Natural Sciences, stated that he was in favor of the motion, but we should ask the College of Education to give the Senate a copy of what exactly was voted on.

Senator Stamm, Graduate Student, College of Engineering, stated that he was in favor of the motion, but asked that the College of Education state clearly why merging the units was the best option. He was not clear why merging was necessary. He commented that collaboration could be accomplished without merging.

Dean Wiseman, Voting Ex-Officio, stated that many of the questions raised in the meeting were addressed in the proposal. She also stated that she was supportive of the motion to postpone consideration of the proposal.

Senator Celi, Faculty, College of Engineering, stated that it was his understanding that the motion included an up or down vote of the faculty.

Mabbs stated that she believed that the motion was only to delay consideration of the proposal and asked the proposer to clarify.

Senator Yuravlivker stated that while the motion itself was to postpone consideration of the proposal, it would be in the best interest of the proposal for the College to conduct an up or down vote.

Senator Turner, Faculty, College of Education, introduced David Imig, Chair of the College of Education Senate, clarified that in the Plan of Organization of the College of Education, faculty is defined as the College Assembly, which is made up of faculty, staff, and students. He asked that they ask the College Assembly to take the vote.

Marvin Breslow, Parliamentarian, clarified that the motion was merely to postpone consideration of the proposal. How the proposal comes back to the Senate is up to the College of Education.

Mabbs clarified that we will vote on the motion to postpone consideration of the proposal until the April 7, 2011 Senate Meeting.

Allan Wigfield, Non-Voting Ex-Officio, Chair of the Department of Human Development, stated that he was supportive of delaying consideration so that some of the issues could be clarified.

Hearing no further discussion, Mabbs called for a vote on the motion. The result was 74 in favor, 13 opposed, and 2 abstentions. **The motion to postpone Senate consideration until the next meeting passed.**

Medical Amnesty (Senate Doc. No. 07-08-20) (Action)

Mabbs personally thanked the Student Conduct Committee and all of the faculty, staff, and students involved in the process for their thoughtful review of the issue over the past several years. She explained that they carefully considered all of the aspects of the issue, did a trial run of the protocol, and reviewed the results prior to making a recommendation. They have carefully crafted their proposal and thoroughly vetted it with all parties

Nan Ratner, Chair of the Student Conduct Committee, presented the proposal to create a new Promoting Responsible Action in Medical Emergencies Policy to the Senate and provided background information. She explained that the proposal was presented in the Fall 2007 semester. The Student Conduct Committee decided early on to focus their discussion on possible amnesty for alcohol related offenses and not those related to drug use. She also gave an overview of their review of the issue including focus groups, meeting with administrators, students, the Legal Office etc., creating a protocol, and reviewing statistics from the protocol. The Committee concluded that the current protocol did not sufficiently reduce the perception among students that reporting medical emergencies could result in disciplinary action and that the creation of a policy would be the appropriate next step. The Committee unanimously agreed to create a policy that would meet the needs of the students and the University and unanimously approved the recommended policy. The Committee also approved associated changes and references to the Code of Student Conduct. Ratner thanked former Chair, David Freund, Lee Freedman and other past committee members as well as the Committee's Coordinator, Chelsea Benincasa for all their hard work in the successful review of this issue.

Mabbs opened the floor to discussion of the proposal.

Senator Crisalli, Undergraduate, College of Behavioral & Social Sciences, applauded the collaboration among the campus constituents to develop the proposed policy. She stated that the Senate has the opportunity to codify a protocol that puts health first and helps students in dangerous situations. She thanked the Student Conduct Committee and the Senate for their dedication to this issue and applauded the forward-thinking members of the community for allowing us to reach this point.

Senator Cohen, Undergraduate, College of Behavioral & Social Sciences, read a statement on behalf of Student Government Association (SGA) President, Steve Glickman. Glickman thanked the Student Conduct Committee and those involved in working on this proposal. He emphasized that the student body strongly supports the proposal. In addition, Cohen stated that the Senate has the opportunity to

potentially save lives and his belief that any concerns are insubstantial considering what we can do to help students by approving this proposal.

Senator Holmes, Contingent Staff, stated that he has served as a firefighter paramedic in the county for over 30 years. In that capacity, he has had to transport students with alcohol overdoses from our campus. He urged the Senate to approve the proposal.

Senator Kronrod, Graduate Student, College of Arts & Humanities, stated that he supports the proposal but wished that the policy was going further. He does not believe that limiting the policy is in our best interest. He hopes that approving this policy will open up the discussion so that we can take it further. He feels that drug use should also be included in the future.

Ratner responded that the Office of Student Conduct still has discretion in these cases. She stated that students should make the call regardless of the circumstance. We can only handle certain aspects as policy at this point.

Mabbs called for a vote on the proposal. The result was 78 in favor, 1 opposed, and 0 abstentions. **The motion to approve the proposal passed.**

Adjournment

Senate Chair Mabbs adjourned the meeting at 4:24 p.m.



University Senate TRANSMITTAL FORM

Senate Document #:	10-11-47
PCC ID #:	10042
Title:	Proposal to Establish an Area of Concentration in Hispanic Applied Linguistics within the Master's Program in Spanish Language and Literature
Presenter:	David Salness, Chair, Senate Programs, Curricula, and Courses Committee
Date of SEC Review:	March 15, 2011
Date of Senate Review:	April 7, 2011
Voting (highlight one):	<ol style="list-style-type: none"> 1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	<p>The College of Arts and Humanities and the School of Languages, Literatures, and Cultures propose to establish a new Area of Concentration in Hispanic Applied Linguistics within the Master's Program in Spanish Language and Literature.</p> <p>This new concentration in Hispanic Applied Linguistics responds to current trends and future projections in education that call for Spanish language programs to address areas such as heritage language learning and US Latino/a Studies, and cross-cultural communication focused on Spanish and the Americas. This new option will provide students with rigorous training in advanced linguistic and sociocultural skills for researchers and professionals in education, government, and business, and may lay the foundation in pursuit of a Ph.D. in Hispanic Applied Linguistics.</p> <p>The Area of Concentration will require 12 credits in coursework in Hispanic applied linguistics. Along with these core requirements, students will be required to take 9 credits in Latin American/Spanish/Latino(a) literatures, 3 to 6 credits of electives, and either a 3 credit final project for the non-thesis option or 6</p>

	credits of thesis research for the thesis option.
Relevant Policy # & URL:	NA
Recommendation:	The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this new degree program.
Committee Work:	<p>The Committee considered the proposal at its meeting on March 4, 2011. Gabriele Strauch, Associate Director for Academic Affairs of the School of Languages, Literatures and Cultures, and Beth Loizeaux, Associate Dean of Arts and Humanities, were present to discuss the proposal and answer questions.</p> <p>The Graduate PCC committee approved the proposal on February 22, 2011. The Senate PCC committee approved the proposal at its meeting on March 4, 2011.</p>
Alternatives:	The Senate could decline to approve the proposed program.
Risks:	If the Senate does not approve the proposed program, the University will lose an opportunity to serve the State of Maryland by training students in this emerging field of Spanish language study.
Financial Implications:	There are no significant financial implications with this proposal. The School of Languages, Literatures, and Cultures already has the faculty, courses, and infrastructure needed to create this option without requiring any new resources.
Further Approvals Required: <i>(*Important for PCC Items)</i>	If the Senate approves this proposal, it would still require further approval by the President, the Chancellor, and the Maryland Higher Education Commission.

THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM/UNIT PROPOSAL

- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

PCC LOG NO.

10042

- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

College/School: ARTH 01202700

Department/Program: SPAN/SLC 1274001

Type of Action (choose one):

- ☐ Curriculum change (including informal specializations) ☐ New academic degree/award program
☐ Renaming of program or formal Area of Concentration ☐ New Professional Studies award iteration
xx ☐ Addition/deletion of formal Area of Concentration ☐ New Minor
☐ Suspend/delete program ☐ Other

Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:

The M.A. in Spanish is currently divided into two areas: Spanish literature and Latin American literature. We would like to add a third area, Hispanic applied linguistics. Students who wish to study Hispanic applied linguistics will take required courses in that area as well as in Latin American/Spanish/US Latino(a) literatures, and elective courses. No new resources or classes are needed at this time.

APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

1. Department Committee Chair Gabriele Strauch (Gabriele Strauch) 1/20/10
2. Department Chair Carol Mossman (Carol Mossman) 1/20/10
3. College/School PCC Chair James Fry James Fry 12/9/10
4. Dean Elizabeth Loizeaux STR 1/24/11
5. Dean of the Graduate School (if required) _____
6. Chair, Senate PCC _____
7. University Senate Chair (if required) _____
8. Vice President for Academic Affairs & Provost _____

Proposal to Revise the Existing M.A. in Spanish to Include a Hispanic Applied Linguistics Option

Rationale

Introduction

The Department of Spanish and Portuguese proposes to revise the current MA in Spanish to provide another option within the present degree program. The new option will (1) address current trends and future projections in education calling for programs applied to areas such as heritage language learning, Spanish for the professions, US Latino/a Studies, cross-cultural communication focused on Spanish and the Americas; (2) merge the traditional literature areas with the new emphases (3) utilize flexible formats (e.g., hybrid programs which include face-to-face and electronic formats); and (4) take advantage of existing faculty expertise. The Department of Spanish and Portuguese already has the faculty, courses and infrastructure needed to create this option without requiring any new resources. (See discussion on page 5.)

At the present time the Department of Spanish and Portuguese offers a two-year full-time MA program focusing exclusively on literature and culture. There are two areas: Latin American literature and Spanish Peninsular literature. We propose to modify the existing program to include a third option, Hispanic applied linguistics. This option would provide high quality students with rigorous training in advanced linguistic and sociocultural skills essential for professionals and researchers in education, government, and business. The new option would also offer students (a) a foundation in Hispanic applied linguistics; (b) courses in Spanish, Latin American, and US Latino/a literatures and cultures; and (c) rich experiential learning experiences through internships in several well-known institutions in the greater D.C. area.

With its emphasis on the sociolinguistic and cultural characteristics of Spanish-speaking heritage communities in general, and in Maryland and the greater D.C. area in particular, this option would address one of the main recommendations recently made by the *Task Force on the Preservation of Heritage Language Skills in Maryland* – that local colleges and universities expand collaboration to ensure that heritage speakers and other near-native speakers have access to Masters of Arts in Teaching and alternative preparation programs (Recommendation Four, *Task Force on the Preservation of Heritage Language Skills in Maryland*, January 1, 2009, p. 33). The proposed option would also address the emphasis given by the University's new Strategic Plan to programs with important experiential and social ramifications: "The University of Maryland will sustain and significantly increase the breadth, quality, and impact of its intellectual and societal issues" (p. 22).

In addition, this initiative reflects the orientation called for in the Modern Language Association (MLA) 2007 report, *Foreign Languages and Higher Education: New Structures for a Changed World*, by combining the study of language and linguistics with literature and culture beyond the traditional language-literature divide. While the report refers to undergraduates, the model is equally appropriate for graduates: "Replacing the

two-tiered language-literature structure with a broader and more coherent curriculum in which language, culture, and literature are taught as a continuous whole, [emphasis ours] supported by alliances with other departments and expressed through interdisciplinary courses, will reinvigorate language departments as valuable academic units central to the humanities and to the missions of institutions of higher learning” (p. 3). The proposed MA option does exactly this: it combines expertise in literature and culture with knowledge in and of Hispanic linguistics and allows students to take electives in other disciplines (see enclosed letters of support) as well as to engage in valuable experiential learning opportunities, such as internships that promote the development of cultural competency in real environments.

In addition, the State of Maryland is interested in the areas of advanced language, literature and culture instruction, as well as developing expertise in the area of educating Spanish-speaking students. For example, the Maryland State Higher Education Commission has recently awarded two such grants to the University of Maryland (UMD). One, *Enhancing Language and Cultural Competencies for Spanish and French Teachers*, was implemented in 2009 by the College of Education and the School of Languages, Literatures and Cultures (SLLC) in the College of Arts and Humanities (ARHU). The other grant, *The New Majority: Maximizing the Success of Latino Students in the Classroom: A Professional Development for Public School Teachers* was developed between 2006-2008, also as a result of the collaboration between the College of Education and the School of Languages, Literatures and Cultures.

The proposed option will also present opportunities for students to pursue an alternative graduate program in Spanish with both theoretical and applied dimensions. In the past, students had the option to pursue an MA in Spanish Second Language Acquisition and Application (SLAA). The MA in SLAA interdepartmental program was discontinued in Spring 2009 due to issues of validity (graduate programs in multiple languages required a minimum number of students per language in order to ensure sufficient course enrollment) and focus (program focus among the languages was variable, making learning outcomes for graduates unpredictable across unit lines). Furthermore, the loss of the MA in SLAA was one of the direct causes for the conceptualization of this option. As noted by the *Report of the External Review Committee for the SLLC* (May 2007, p. 9), “The positive dimension to this is that at a later time, with no preconceived notions that need to be followed, faculty could propose a new MA with a greater focus and one that builds upon the expertise of the faculty involved.” This reference was also included in p. 5 of the *Provost’s Summary Report on the SLLC Periodic Review* of August 1, 2008.

The Strategic Plan recommends that “program quality [be kept] in line with program resources and market demands for graduates” (p. 16), and that the size of each graduate program correspond to “metrics of quality and resources and a plan to reach that size” (p. 17). We anticipate 20-30 applications and an enrollment of 5-8 students in the first year (AY 2011-2012), and 40-50 applications each year thereafter, with 10-12 admitted, keeping in mind (a) the above figures related to the former M.A. in SLAA/SPAN; (b) the reputation of the existing graduate programs in the Department of Spanish and

Portuguese; and (c) the growing demand at a local and national level for quality graduate programs in Spanish focused on applied linguistic and cultural skills. Full-time students would complete the program in two years, and part-timers, in three to four years.

Utilize flexible formats

One of the current trends in education deals with providing students with different models for learning: in person, on line distance courses, and a combination of the two, called blended or hybrid learning. We would like to convert two or more of the classes into a hybrid format. Prof. Roberta Z. Lavine is teaching a hybrid class in EDCI this semester, and could use this expertise in the new MA option.

Take advantage of faculty expertise

The Department of Spanish and Portuguese has two faculty members who specialize in areas other than literature. Dr. Manel Lacorte is an applied linguist with expertise in Spanish linguistics, sociolinguistics, teaching methodology, and heritage learning. Dr. Roberta Z. Lavine works in the areas of pedagogy, technology, and cross-cultural communication within Hispanic environments. These faculty are unable to fully participate in the current Spanish graduate program because the main focus for the Department is literature. They do teach undergraduate classes in their areas, and did formerly participate in graduate education in the MA in SLAA. At the present time, Dr. Lacorte teaches a one-credit graduate seminar (SLLC 601, "Teaching Foreign Languages in Higher Education") for new teaching assistants in the SLLC; aside from this one-credit course he has been unable to teach graduate courses in his specialty since 2003. In order to participate in graduate education, Dr. Lavine teaches MA classes in the College of Education in areas related to Teaching English as a Second/Foreign Language. In addition, the Department has a specialist, Dr. Ana Patricia Rodriguez, who is an expert in US Latino/a Studies, an area that would receive a stronger emphasis in the new program.

Resources

The Department of Spanish and Portuguese already has the faculty, courses and infrastructure needed to create this option without requiring any new resources. All the courses except one (Span 611, Applied Linguistics) have been offered in the program on a regular basis cross-listed with a 400-level version.

Spring 2008 Spanish 426/626 (Introduction to Hispanic Linguistics II: Language in Use)	Summer 2008 Spanish 401 (Advanced Composition I)	Fall 2008 Spanish 425/625 (Introduction to Hispanic Linguistics I: Basic Concepts)
Spring 2009 Spanish 426/626 (Introduction to Hispanic Linguistics II: Language in Use)	Summer 2009 Spanish 401 (Advanced Composition I)	Fall 2009 Spanish 425/625 (Introduction to Hispanic Linguistics I: Basic Concepts) Spanish 401 (Advanced Composition I)

Spring 2010	Summer 2010	Fall 2010
Spanish 426/626 (Introduction to Hispanic Linguistics II: Language in Use)		Spanish 425/625 (Introduction to Hispanic Linguistics I: Basic Concepts)

Bearing in mind that 1) Dr. Lavine can substitute two courses per year in Spanish for the two courses she has been teaching in Education, and 2) Dr. Lacorte will no longer be the instructor for SLLC 601 (“Teaching Foreign Languages in Higher Education”) from Fall 2011, there will be no problems covering the target classes. (Note: Dr. Lavine is appointed in Spanish; she does not have a joint appointment. Education has been buying 50% of her time for the past several years; however, she has no permanent contractual arrangement with Education.) (See Table 5 for a proposed faculty rotation.)

Target Audience

Students for the proposed option in Hispanic applied linguistics would come from a variety of populations from both on and off-campus. The target audience includes:

- Pre-service and in-service Spanish language teachers in the private, public, and government sectors in need of advanced training in language related areas.
- In-service Spanish language teachers in the private, public, and government sectors who are interested in pursuing a graduate degree based in a variety of academic areas, not only literature.
- Teachers, curriculum designers and supervisory staff in the many state, local and federal government agencies providing linguistic and cultural services to the Spanish-speaking community in Maryland and the greater D.C. area.
- Individuals who are interested in pursuing a career change, and who have decided to focus on teaching languages, or working with Spanish-speaking clients.
- Employees in language consulting firms in the Washington Metropolitan area.
- Learners who wish to pursue a PhD in Hispanic Linguistics, Spanish Applied Linguistics, Foreign Language Education, Cross-Cultural Communications, etc.

The MA in Spanish applied linguistics option is designed to provide a well-rounded and challenging education in Spanish language, linguistics, literature and culture. It is not to be confounded with a degree in Professional Studies, although both programs might share a similar target audience. We understand a degree in Professional Studies to be a more targeted program focusing on the development of skills for specific professional activities (e.g., advanced grammar and communication skills for translators and interpreters, advanced Spanish for healthcare providers and social workers, advanced courses/workshops on language variation in the Spanish-speaking world for local and federal government employees, etc.). The proposed MA option in Hispanic applied linguistics offers a broader and more integrated view of the field, thus complementing the Department’s current graduate programs and making the most of all its faculty members’ expertise. With an MA option in Hispanic applied linguistics, the student also has a wider variety of courses to choose from since all the Department’s regular offerings are

available to them – along with electives in other programs in UMD – and the possibility to carry out an internship in a variety of sites.

Thesis and Non-Thesis Options

Equivalent to the M.A. in literature, the proposed option in Hispanic applied linguistics will offer a thesis and non-thesis option. Students who wish to pursue a Ph.D. will be encouraged to select the thesis option. We anticipate the non-thesis option will attract students who are interested in a terminal M.A., as is the case with the current literature M.A. degree.

Comprehensive Exams

Equivalent to the M.A. in literature, students in the proposed option in Hispanic applied linguistics will have comprehensive exams. The exams will serve as a summative assessment with the purpose of demonstrating that students understand and can clearly articulate the main issues of the Hispanic applied linguistics field as well as one literature/culture area. Comprehensive exams will follow the same schedule as those in the literature options and will be written in Spanish.

Effect on Current Graduate Programs and Financial Support

We anticipate that the new M.A. track will have a positive impact on the present M.A. programs. The M.A. students who wish to pursue the Hispanic applied linguistics option have a minimum of 9 credits of literature/culture classes, thus providing additional enrollment in graduate courses. They will provide new and diverse views to the program.

Based on informal inquiries and students previously enrolled in the now defunct Second Language Acquisition and Application program in Spanish (please see Appendix 1, “Job placement for MA in SLAA/SPAN degree alumni”, for further details), we anticipate 20-25 applications and an enrollment of 4-5 students in the first year (AY 2011-2012), and 30-40 applications each year thereafter, with 8-10 admitted. Since students will choose among the literature and culture courses, there might be 2 or 3 additional students in the classes. The required linguistics classes are offered on a regular basis, cross-listed with a 400-level version (please see p. 3 of this proposal).

At the present time, Ph.D. students are given priority for financial support. M.A. students are then considered if there is any additional funding. The M.A. students who wish to pursue the Hispanic applied linguistics option will be considered in the pool of all M.A. students. However, although some students may be full-time and seek financial support, we anticipate that the majority of students in the new option will not seek financial support, and will receive monies from their employers for tuition.

Specific Changes

The specific changes are explained below. Tables 1-7 provide additional details. See **Table 1** for a comparative chart of the old and new proposed M.A.

1. Provide **three options to the already existing M.A.**, adding the option of Hispanic applied linguistics to Latin American and Spanish Peninsular Literatures. See **Table 2** for a comparison of the non-thesis and thesis degree program for the old and new options.

2. The Hispanic applied linguistics field will have the following required courses:

- Advanced Composition I (Span 401)
- Applied Linguistics (Span 611)
- Introduction to Hispanic Linguistics: Basic Concepts (Span 425/625)
- Introduction to Hispanic Linguistics: Language in Use (Span 426/626)

Table 3 shows sample structure and course requirements. **Table 4** demonstrates a sample program by semesters. **Table 5** provides a sample course schedule with faculty rotation for AY 2011/2012-2015/2016. **Table 6** contains a list of existing relevant required and elective courses.

The fields of Spanish (Peninsular) Literature and Latin American Literature remain the same.

3. **Add an optional internship** (ARHU 786, 3 cr., “Leadership and Professional Development Internship”). Students will be able to have the opportunity to do an internship in institutions with which we have an successful ongoing relationship such as the National Foreign Language Center, the Center for Applied Linguistics, and the Latin American Youth Center.

4. **Add a final project** (SLAA 779, 3 cr., “Directed Research in Second Language Acquisition and Application”) to help student synthesize information and engage in original research (in the non-thesis option).

5. **Add and encourage interdisciplinary learning.** Students will have the option to take electives in another department; the current M.A. in Literature states that all courses must be taken in the Department of Spanish and Portuguese.

6. **Add work from linguistics courses as part of the admissions process for any M.A. in Spanish** as noted by the following language in the information on graduate programs in Spanish. (See changes below in bold. **Table 7** shows catalog and web descriptions for M.A. programs with changes.)

To be considered for admission to the M.A. program candidates:

- Must have a minimum of four (4) courses at the advanced undergraduate level in either Spanish an/or Latin American literature, **Hispanic linguistics or a combination;**
- Submit a paper in Spanish written for an undergraduate literature/**linguistic course;**

- Submit a Statement of Purpose;
- Submit three letters of recommendation from professors in related fields;
- Submit official transcripts;
- Candidates on the "short list" will be interviewed by the Graduate Director in person or by phone.

The new option will not require any additional resources as the necessary courses are currently offered.

Table 1¹

Summary of Changes in New and Old M.A. in Spanish

	NEW M.A.	OLD M.A.
Number of options	3 options: Latin American Literature Peninsular Literature Hispanic applied linguistics	2 options: Latin American Literature Peninsular Literature
Course fields	<p>Hispanic applied linguistics (required)</p> <ul style="list-style-type: none"> ○ Advanced Composition I (SPAN 401) ○ Applied Linguistics (SPAN 611) ○ Introduction to Hispanic Linguistics I: Basic Concepts (SPAN 425/625) ○ Introduction to Hispanic Linguistics: Language in Use (SPAN 426/626) <p>Possible electives from the following:</p> <p>Spanish Literature</p> <ul style="list-style-type: none"> ○ The Medieval Period ○ The Golden Age ○ Eighteenth and Nineteenth Century ○ Twentieth Century <p>Latin-American Literatures</p> <ul style="list-style-type: none"> ○ The Colonial Period ○ Nineteenth Century 	<p>The courses for Hispanic applied linguistics exist, but are offered as electives. The literature M.A. has two required courses: History of the Spanish Language and Literary Theory.</p> <p>Spanish Literature</p> <ul style="list-style-type: none"> ○ The Medieval Period ○ The Golden Age ○ Eighteenth and Nineteenth Century ○ Twentieth Century <p>Latin-American Literatures</p> <ul style="list-style-type: none"> ○ The Colonial Period ○ Nineteenth Century ○ Modernism and Avant-garde ○ Contemporary ○ Literatures of the Portuguese-Speaking World ○ U.S. Latina/o Literatures and Cultures

¹ Course prefixes and numbers for courses in Spanish Literature and Latin-American Literatures may vary according to the specific content of each course.

	<ul style="list-style-type: none"> ○ Modernism and Avant-garde ○ Contemporary ○ Literatures of the Portuguese-Speaking World ○ U.S. Latina/o Literatures and Cultures ○ Indigenous Cultures ○ Caribbean Cultures 	<ul style="list-style-type: none"> ○ Indigenous Cultures ○ Caribbean Cultures
Optional internship	Student can choose an optional internship (ARHU 786, "Leadership and Professional Development Internship")	No internship
Addition of a final project for Hispanic non-thesis applied linguistics option	Add a final project for Hispanic applied linguistics non-thesis option (SLAA 779, "Directed Research in Second Language Acquisition and Application"). A thesis (SPAN 799, "Thesis Research") will fulfill this requirement in the thesis applied linguistics option.	No final project
Option to take electives in another department	Option to take electives in another department	All courses taken in Department of Spanish & Portuguese
Add work from linguistics courses as part of the admissions process for any M.A. in Spanish	<p>Must have a minimum of four (4) courses at the advanced undergraduate level in either Spanish an/or Latin American literature, Hispanic applied linguistics or a combination</p> <p>Submit a paper in Spanish written for an undergraduate literature/linguistics course</p>	<p>Must have a minimum of four (4) courses at the advanced undergraduate level in either Spanish an/or Latin American literature</p> <p>Submit a paper in Spanish written for an undergraduate literature course</p>
Comprehensive exams	Comprehensive exams are taken in two fields: Latin American/ Spanish/ Latino(a) literatures and cultures, and Hispanic applied linguistics.	Comprehensive exams are taken in one field: Latin American/Spanish/Latino(a) literatures and cultures.

Table 2
Comparison of M.A. (Spanish Literature Option) and M.A. in Spanish
(Hispanic Applied Linguistics Option)

M.A. in Spanish (Literature, Non-Thesis Option)	M.A. in Spanish (Hispanic Applied Linguistics, Non-Thesis Option)
3 credit hours in The History of the Spanish Language (SPAN 610)* (required)	12 credit hours in Hispanic applied linguistics (required)
3 credit hours in literary theory and/or criticism (required)	9 credit hours in Latin American/Spanish/Latino(a) literatures
15-18 credit hours in the main area (Spanish or Latin American Literatures)	6 credit hours in elective courses (to be determined by the student and advisor)
6-9 credit hours in the secondary area	3 credit hours in a final project (SLAA 779, "Directed Research in Second Language Acquisition and Application")
Comprehensive exams	Comprehensive exams
<i>Total =30 credits</i>	<i>Total =30 credits</i>
M.A. in Spanish (Literature, Thesis Option)	M.A. in Spanish (Hispanic applied Linguistics, Thesis Option)
3 credit hours in The History of the Spanish Language (SPAN 610)	12 credit hours in Hispanic applied linguistics
3 credit hours in literary theory and/or criticism	9 credit hours in Latin American/Spanish/Latino(a) literatures
12 credit hours in the main area (Spanish or Latin American Literatures)	3 credit hours in elective courses (to be determined by the student and advisor)
6 credit hours in the secondary area	6 credit hours of thesis research (Spanish 799, "Thesis Research")
6 credit hours of thesis research (Spanish 799, "Thesis Research")	
Comprehensive exams	Comprehensive exams
<i>Total =30 credits</i>	<i>Total =30 credits</i>

Table 3
M.A. in Spanish, Hispanic Applied Linguistics Option
Structure and Course Requirements

I. Students in the M.A. Spanish (Hispanic applied linguistics non-thesis option) would take the following courses:

- 4 required courses (12 credits) in Hispanic applied linguistics. Students would enroll in the following existing courses², all taught in Spanish:
 - Span 401: Advanced Composition I
 - Span 611: Applied Linguistics
 - Span 625: Introduction to Hispanic Linguistics: Basic Concepts
 - Span 626: Introduction to Hispanic Linguistics: Language in Use
- 3 required graduate courses (9 credits) in Latin American / Spanish / US Latino/a literatures and cultures in the Department of Spanish and Portuguese (students can take any of the already existing courses in Spanish Literature and/or Latin-American Literatures listed in Table 1).
- 2 elective courses (6 credits) in Education, Linguistics and/or Latin American/Spanish/US Latino/a literatures and cultures, or other relevant areas; e.g., EDCI 634 (“Methods of Teaching ESOL”). Courses will be chosen with consultation with the student’s advisor. As one of the elective courses, students would be offered the opportunity to carry out an internship (ARHU 786, “Leadership and Professional Development Internship”) (3 credits) under the approval and supervision of their academic advisor. Possible internship sites would include: Center for Applied Linguistics, Washington DC (CAL), National Foreign Language Center, UMD (NFLC), Latin American Youth Center (LAYC), CASA de Maryland, etc.
- 1 required final project (SLAA 779 “Directed Research in Second Language Acquisition and Application”, 3 credits) related to any of the required courses in Hispanic applied linguistics and Latin American/Spanish/US Latino/a literatures and cultures. After consultation with his/her supervisor, students would propose a topic for his or her final project and begin work on the project under the direction of the individual faculty specialized in the topic chosen by each individual student. During the semester that the student is completing the project, s/he registers for the 3-credit master’s non-thesis research course (SLAA 779, “Directed Research in Second Language Acquisition and Application”) with the individual section number of his/her advisor (e.g., section 0101—Lavine, etc).

² None of these classes are presently required for the Spanish M.A. Spanish 625 and 626 are currently cross-listed with Spanish 425 and 426. Spanish 425 and 426 are required for the Linguistics and culture undergraduate major. Since there are few majors in this option, we can set caps on the number of undergraduate non-major students in the classes. We therefore do not believe there will be any impact on resources.

In order to receive a M.A. degree in Hispanic applied linguistics (non-thesis option) students would also have to:

- Take comprehensive exams in two fields of examination, one for Hispanic applied linguistics and one for Latin American/Spanish/Latino(a) literatures and cultures. Students are examined in the two areas at one of the three scheduled examination dates (January, May and August).

II. Students in the M.A. Spanish (Hispanic applied linguistics thesis option) would take the following courses:

- 4 required courses (12 credits) in Hispanic applied linguistics. Students would enroll in the following existing courses, all taught in Spanish:
 - Span 401: Advanced Composition I
 - Span 611: Applied Linguistics
 - Span 625: Introduction to Hispanic Linguistics: Basic Concepts
 - Span 626: Introduction to Hispanic Linguistics: Language in Use
- 3 required graduate courses (9 credits) in Latin American / Spanish / US Latino/a literatures and cultures in the Department of Spanish and Portuguese. (students can take any of the already existing courses in Spanish Literature and/or Latin-American Literatures listed in Table 1).
- 1 elective course (3 credits) in Education, Linguistics and/or Latin American/Spanish/US Latino/a literatures and cultures, or other relevant areas; e.g., EDCI 634 (“Methods of Teaching ESOL”). The course will be chosen with consultation with the student’s advisor. As one of the elective courses, students would be offered the opportunity to carry out an internship (ARHU 786, “Leadership and Professional Development Internship”, 3 credits) under the approval and supervision of their academic advisor. Possible internship sites would include: Center for Applied Linguistics, Washington DC (CAL), National Foreign Language Center, UMD (NFLC), (Latin American Youth Center, Washington DC (LAYC), CASA de Maryland, etc.
- 2 required courses in thesis research (6 credits of SPAN 799, “Thesis Research”). After consultation with his/her supervisor, students would propose a topic for his or her MA thesis and begin work on the project under the direction of the individual faculty specialized in the topic chosen by each individual student.

In order to receive a M.A. degree in Hispanic applied linguistics (thesis option) students would also have to:

- Take comprehensive exams in two fields of examination, one for Hispanic applied linguistics and one for Latin American/Spanish/Latino(a) literatures and cultures. Students are examined in the two areas at one of the three scheduled examination dates (January, May and August).

Table 4

The course cycles for full time and part time students will vary, but the courses will be available for all students on a regular basis. The main difference is the time to completion. We have projected 2 years (4 semesters) for full time students, and 2 and a half years (5 semesters) for part time participants.

Course Cycle for Incoming Students, Non-Thesis Option (30 credits) Part-time 2 classes per semester

Semester 1, Fall	SPAN 625 (“Introduction to Hispanic Linguistics I: Basic Concepts”)	SPAN Literature and Culture 1
Semester 2, Spring	SPAN 626 (“Introduction to Hispanic Linguistics II: Language in Use”)	SPAN 401 (“Advanced Composition I”)
Semester 3, Fall	SPAN 611 (“Applied Linguistics”)	Elective 1
Semester 4, Spring	SPAN Literature and Culture 2	Elective 2 (may be an internship–SLLC 786, “Leadership and Professional Development Internship”)
Semester 5, Fall	SPAN Literature and Culture 3	Final project (SLAA 779, “Directed Research in Second Language Acquisition and Application”)

Course Cycle for Incoming Students, Thesis Option (30 credits) (2 classes per semester)

Semester 1, Fall	SPAN 625 (“Introduction to Hispanic Linguistics I: Basic Concepts”)	SPAN Literature and Culture 1
Semester 2, Spring	SPAN 626 (“Introduction to Hispanic Linguistics II: Language in Use”)	SPAN 401 (“Advanced Composition I”)
Semester 3, Fall	SPAN 611 (“Applied Linguistics”)	Elective 1 (may be an internship–SLLC 786, “Leadership and Professional Development Internship”)
Semester 4, Spring	SPAN Literature and Culture 2	Thesis 1 (SPAN 799, “Thesis Research”)
Semester 5, Fall	SPAN Literature and Culture 3	Thesis 2 (SPAN 799, “Thesis Research”)

Table 5

Sample Course Schedule with Faculty Rotation for AY 2011/2012-2015/2016

Courses are offered on a regular basis. The chart shows 5 academic years; this rotation will repeat in the subsequent years.

Semester	Core courses and electives		
Fall 2011	Span 625: Introduction to Hispanic Linguistics I: Basic Concepts Lacorte	Span Lit & Cult 1* SPAP faculty	Elective 1**
Spring 2012	Span 626: Introduction to Hispanic Linguistics II: Language in Use Lacorte	Span 401: Advanced Composition I Lavine	Span Lit & Cult 2 SPAP faculty
Fall 2012	SPAN 611: Applied Linguistics Lavine	Elective 2	
Spring 2013	Span Lit & Cult 3 SPAP faculty	Final project SPAP faculty	
Fall 2013	Span 625: Introduction to Hispanic Linguistics I: Basic Concepts Lacorte	Span Lit & Cult 1 SPAP faculty	Elective 1
Spring 2014	Span 626: Introduction to Hispanic Linguistics II: Language in Use Lacorte	Span 401: Advanced Composition I Lavine	Span Lit & Cult 2 SPAP faculty
Fall 2014	SPAN 611: Applied Linguistics	Elective 2	

	Lavine		
Spring 2015	Span Lit & Cult 3 SPAP faculty	Final project SPAP faculty	
Fall 2015	Span 625: Introduction to Hispanic Linguistics I: Basic Concepts Lacorte	Span Lit & Cult 1 SPAP faculty	Elective 1
Spring 2016	Span 626: Introduction to Hispanic Linguistics II: Language in Use Lacorte	Span 401: Advanced Composition I Lavine	Span Lit & Cult 2 SPAP faculty

* These courses are already existing options for graduate students in the Department of Spanish and Portuguese (see list of courses in Latin American and Spanish literatures in Table 1).

** After consultation with their supervisor, students can take these elective courses either in the Department of Spanish and Portuguese or other academic units within UMD. In any case, these courses would have to be existing options for other graduate students.

Table 6

Existing courses in Spanish language/linguistics and Latin American, Spanish, and US Latino/a literatures and cultures (<http://www.gradschool.umd.edu/catalog/courses/span.htm>)

Required Courses for MA in Hispanic Linguistics

SPAN 401 Advanced Composition I (3 credits)

Compositions and essays with emphasis on stylistics, idiomatic and syntactic structures. Organization and writing of research papers.

SPAN 611 Applied Linguistics (3 credits)

Nature of applied linguistics and its contribution to the effective teaching of foreign languages. Comparative study of English and Spanish, with emphasis on points of divergence.

SPAN 625 Introduction to Hispanic Linguistics I: Basic Concepts (3 credits)*

Introduction to basic terms and definition in Hispanic Linguistics. Fundamental aspects of phonology, morphology, syntax, semantics, sociolinguistics, and pragmatics.

SPAN 626 Hispanic Linguistics II: Language in Use (3 credits)*

This course will focus on issues related to language variation and use with a more in-depth analysis of the semantics, pragmatics, and sociolinguistics of Spanish. Students will be introduced to current research in the fields of dialectology, bilingualism and language policy, and the social aspects of language change. This course will include an analysis of current research as it relates to the field of linguistics and other social sciences.

Possible Electives in the Spanish & Portuguese Department

SPAN 402 Advanced Composition II (3 credits)

Compositions and essays with emphasis on stylistics, idiomatic and syntactic structures. Organization and writing of research papers.

SPAN 470 United States Latino Literature (3 credits)

Introduction to U.S. Latino literature through exploration of narrative, poetry, and drama by Chicano, Nuyorican, and Cuban American writers. Discussion of socio-historical issues involved in construction of Latino cultural identity in literature.

SPAN 471 United States Latina Fiction (3 credits)

An introduction to United States Latina fiction through the study of short stories, novels, poetry, etc. It explores strategies of representation by women of color.

SPAN 472 Latin American Perspectives on the United States (3 credits)

Latin Americans have grappled with the looming and often conflicting presence of the United States in the Western Hemisphere and as a world power. Latin American discursive responses to the United States will be examined.

SPAN 473 U.S. Latino Performance (3 credits)

An introduction to United States Latino Performance texts by Chicano, Nuyorican, Cuban-American, Dominican, Central American and others.

SPAN 474 Central American Literatures, Cultures, and Histories (3 credits)

An overview of Central American history and cultural production, focusing primarily but not exclusively on literary texts.

SPAN 478 Special Topics in United States Latino Cultures (3 credits)

Explores special topics in US Latino Cultures, ranging from Chicano, Nuyorican, Cuban-American, Dominican, Central American and other border cultural identities.

SPAN 610 The History of the Spanish Language (3 credits)

SPAN 612 Comparative Romance Linguistics (3 credits)

SPAN 698 Masterpieces of Hispanic Literatures (3 credits)

Masterpieces of the Hispanic literatures, topics, areas of literature and works to vary.

SPAN 708 The Eighteenth Century (3 credits)

Specific authors, genres, and literary movements studied in depth.

SPAN 718 The Nineteenth Century (3 credits)

Specific authors, genres, and literary movements studied in depth.

SPAN 719 The Nineteenth Century (3 credits)

Specific authors, genres, and literary movements studied in depth.

SPAN 728 The Twentieth Century (3 credits)

Specific authors, genres and literary movements studied in depth.

SPAN 729 The Twentieth Century (3 credits)

Specific authors, genres and literary movements studied in depth.

SPAN 738 The Drama of the Twentieth Century (3 credits)

Specific authors and movements studied in depth.

SPAN 750 Workshop in Essay Writing (3 credits)

Different genres of writing in Spanish including essays, articles, reviews, biographies, etc. Students will analyze models of a genre, produce their own version, edit and revise.

SPAN 798 Open Seminar (3 credits)

Table 7
The Graduate Program in Spanish³

Our M.A. graduates are mentored by our faculty, engage in substantive research projects, and benefit from rigorous training in the teaching skills required by the profession. They are prepared to meet the professional demands of highly competitive academic positions in the United States and Latin America.

Areas and Fields

The M.A. graduate studies in Spanish are divided into three areas: Spanish literature, Latin American literature, and Hispanic applied linguistics.

Students in Spanish literature and Latin American literature must choose either option as their main area. The student will also select three sub-fields in that area. For example, a student specializing in Latin American literature may choose Colonial literature, Contemporary literature, and Indigenous Cultures. From these three sub-fields, the student will elect one as his/her focus. The student will also choose an additional (4th) sub-field from his/her secondary area. For instance, the abovementioned student could choose The Golden Age as the fourth field.

Students in Hispanic applied linguistics will take required courses in Hispanic applied linguistics and Latin American/Spanish/US Latino(a) literatures, as well as elective courses in several areas.

Spanish Literature

- The Medieval Period
- The Golden Age
- Eighteenth and Nineteenth Century
- Twentieth Century

Latin-American Literatures

³ Please note that the information about the current graduate program is shown as it appears in the official website. This proposal only presents new information relevant to the proposed new MA option.

- The Colonial Period
- Nineteenth Century
- Modernism and Avant-garde
- Contemporary
- Literatures of the Portuguese-Speaking World
- U.S. Latina/o Literatures and Cultures
- Indigenous Cultures
- Caribbean Cultures

Hispanic applied linguistics

- Advanced Composition and Stylistics
- Applied Linguistics
- Introduction to Hispanic Linguistics: Basic Concepts
- Introduction to Hispanic Linguistics: Language in Use

The Master of Arts Program

Purpose

To provide the opportunity for the candidate to prepare for the acquisition of knowledge and skills in Hispanic languages, literatures, and cultures to:

- To prepare for admission to a doctoral research program leading to the specialized degree of Doctor of Philosophy.
- Teach in secondary schools or community or junior colleges (note that certification from the State is necessary to teach in the public schools);
- Work in fields, which require knowledge of Spanish language and cultures such as community outreach, translation, diplomacy, etc;
- Utilize these abilities in such other fields that the candidate may elect;

To be considered for admission to the M.A. program candidates:

- Must have a minimum of four (4) courses at the advanced undergraduate level in either Spanish an/or Latin American literature, Hispanic applied linguistics or a combination.
- Submit a paper in Spanish written for an undergraduate literature/linguistic course;
- Submit a Statement of Purpose;
- Submit three letters of recommendation from professors in related fields;
- Submit official transcripts;

- Candidates on the "short list" will be interviewed by the Graduate Director in person or by phone.

Special Information for Foreign Students

In addition, non-native speakers of English are required to take the TOEFL examination prior to admittance. Candidates must meet the minimum TOEFL Standards established by the University of Maryland Graduate School. For information students should contact the campus Office of International Education Services.

Applications by foreign students should be received by the Graduate School by January 5, for the Fall Semester. The application should include English translations of secondary school and college records as well as the original documents. In addition to the regular procedure for academic approval, applications by foreign students are also subject to approval by the Office of International Education Services of the University of Maryland. The latter procedure refers specifically to the student's proficiency in English, his/her financial resources and his/her immigration status. The Test of English as a Foreign Language (TOEFL) should be taken in the student's home country. Information about this test is available at U.S. Embassies throughout various parts of the world. Additional proof of competency in English is also required upon arrival at the university. All international Teaching Assistants must take the Test of Spoken English when they arrive on campus. In addition, all non-native speakers of English who will hold teaching assistantships are required to attend the evaluations given by the Maryland English Institute (MEI). Students who do not achieve the minimum scores set by the university may not be allowed to teach. These students may also be required to take courses in English as a Second Language in MEI. The Department is not responsible for paying MEI's tuition if students must take English courses.

Course Requirements

M.A. candidates specializing in literature are required to take a total of thirty credits and to pass four comprehensive examinations in the sub-fields chosen by the student as noted earlier.

M.A. students specializing in Hispanic applied linguistics are required to pass comprehensive exams in the fields of Hispanic applied linguistics and their chosen literature option, as well as complete a final project (Non-Thesis M.A.) or a thesis (M.A. with Thesis).

All students have two options for obtaining a Master's degree: a Non-Thesis M.A. or an M.A. with Thesis.

Course requirements for the Non-Thesis Option in literature are (30 credit hours total):

- 3 credit hours in History of the Spanish Language
- 3 credit hours in literary theory and/or criticism
- 15-18 credit hours in the main area (Spanish or Latin American Literatures)*
- 6-9 credit hours in the secondary area*

*3 credit hours from the Writing Workshop may be applied towards either the main or the secondary area credit requirement.

Course requirements for the Thesis Option in literature are (30 credit hours total):

- 3 credit hours in History of the Spanish Language
- 3 credit hours in literary theory and/or criticism
- 12 credit hours in the main area (Spanish or Latin American Literatures)*
- 6 credit hours in the secondary area*
- 6 credit hours of thesis research (Spanish 799)

*3 credit hours from the Writing Workshop may be applied towards either the main or the secondary area credit requirement.

No more than six credits (two courses) can be earned from 400 level courses. With the approval of the Graduate Director, students who have passed courses equivalent to the Department's offerings in History of the Spanish Language and Literary Theory, may replace these credits with other classes. Note that all courses in the M.A. degree must be taken in the Department of Spanish and Portuguese.

Course requirements for the Non-Thesis Option in Hispanic applied linguistics are (30 credit hours total):

- 12 credit hours in Hispanic applied linguistics
- 9 credit hours in Latin American/Spanish/Latino(a) literatures
- 6 credit hours in elective courses (to be determined by the student and advisor) *
- 3 credit hours in a final project **

*3 credit hours may be obtained through an internship under the supervision of the academic advisor.

** Final project:

- At least a semester prior to the written examinations, the student will meet with his or her advisor or professor supervising the project to determine the

theme of the final project. A revised version of a paper (written for a class) is required as proof of research quality in the field of specialization chosen by the student.

- The final project consists of an original study in Spanish of a linguistics topic or author within a selected theoretical, historical, or cultural framework. The major area essay (15 to 20 pages, plus notes and bibliography) can be an extended and substantially revised version of a seminar or course paper.
- The student must present the research essay fourteen (14) days after the last written M.A. examination is submitted.

Course requirements for the Thesis Option in Hispanic applied linguistics are (30 credit hours total):

- 12 credit hours in Hispanic applied linguistics
- 9 credit hours in Latin American/Spanish/Latino(a) literatures
- 3 credit hours in elective courses (to be determined by the student and advisor) *
- 6 credit hours of thesis research (Spanish 799) which substitute for the 6 elective credits.

*3 credit hours may be obtained through an internship under the supervision of the academic advisor.

The M.A. Thesis: Procedures

The Graduate School has established criteria for eligibility to present an M.A. Thesis as well as deadlines for presentation of the thesis. Information is detailed in the General Forms and Publication Guidelines for Graduate Students.

Required M.A. Comprehensive Examinations

The M.A. examination is given three times a year: in January, May and August and is based on reading lists for the Spanish, Latin American, and Hispanic applied linguistics areas. These lists are periodically revised by the faculty, and copies are available online, or from the Director of Graduate Studies.

Sixty days prior to an examination date, the candidate must inform the Director of Graduate Studies of his/her intention to take the M.A. examination. This notification should be submitted in writing, specifying the main area of the examination as well as the secondary fields.

Incompletes

The grade "I" (Incomplete) is given only if the student has experienced an unexpected hardship during the course (e.g., accident, illness, death in the family).

Students who hold a grade of "I" (Incomplete) in two courses may be prevented from enrolling in the following semester or from holding a teaching assistantship. Students have a maximum period of one year to complete pending courses; thereafter, the Department will change the "I" to an "F." Students who have an incomplete cannot take the Comprehensive Examinations.

Application for Diploma

Students are responsible for filing an Application for Graduation with the Registrar at the beginning of the semester in which the degree is to be conferred. Please consult the Graduate School for deadlines. The Department is not responsible for late applications.

Approved Program of Study

Students must meet with the Graduate Director to approve their program of study for the following semester and must register immediately.

Certification of Completion

The Certification of Completion for the degree is signed by the student's advisor and the Graduate Director or by the Chair of the Department after the student presents the Approved Program Form. The Certification is then sent to The Graduate School by the published deadlines for the semester in which the degree is to be conferred.

Time Limit

The student must obtain the M.A. within five years from the beginning of his/her graduate study.

Procedures for the Comprehensive Examinations

Masters Examination

Spanish and Latin American Literature

This examination is given three times per year, on designated days in, January, May and August. The examination is based on reading lists (one for each area), which are prepared

and periodically revised by the faculty. Copies may be obtained from the departmental website.

The candidate must notify the Director of Graduate Studies, at least 60 days in advance of the examination date, that he/she will take the examination. This notification should be submitted in writing and outline the areas in which the student will be examined (three in the major area and the fourth in the minor area).

Should a student fail, he/she may repeat it once.

In conjunction with an advisor, the M.A. student selects four fields of examination; three in the major and one in the minor area.

1. Students are examined in all four areas at one of the three scheduled examination dates (January, May and August).

2. Students who hold a TA and plan to pursue doctoral studies in this Department must take the examination in their third semester. Exceptionally, a delay to the fourth semester might be considered.

3. Main area of specialization:

- In the semester prior to the written examinations, the student will meet with his or her advisor to determine the theme of the major field essay. A revised version of a paper (written for a class) is required as proof of research quality in the field of specialization chosen by the student.
- This essay consists of an original study in Spanish of a topic or author within a selected theoretical, historical, or cultural framework. The major area essay (15 to 20 pages, plus notes and bibliography) can be an extended and substantially revised version of a seminar or course paper.
- The student must present the research essay fourteen (14) days after the last written M.A. examination is submitted.

4. Sub-areas of specialization (three):

- Students are required to develop a critically informed essay on each of the three selected sub-fields (two in the main area of specialization and one in the secondary area of specialization) from a close reading of one or a few texts; (e.g. taking as a point of departure Poem(s) X by Sor Juana Inés de la Cruz; elaborate an essay on the Baroque in Latin America).
- Students will take the three exams in only one week (on Monday, Wednesday and Friday) during the dates close to the beginning of the fall

and spring semesters and immediately prior to the beginning of the first summer session. The professor in charge will determine the exact dates.

- Students will receive each question on the same day in which examination will take place at 9:00 am. Professors will provide students with two questions from which students will pick one and then students will have four hours before the exam to brain-storm, prepare, gather quotes, organize thoughts, etc. Each exam will last four hours from 1:00 pm until 5:00 pm. The student will write the answer in Spanish in a room provided by the Department staff. No notes or bibliography may be consulted, although the use of a language dictionary is permitted.
- Secondary field of specialization: It will be based on a comprehensive list of texts for either Latin American (from the Colonial period to the 20th Century) or Spanish (Medieval period to the 20th Century) literature.

5. Students will take exams in field/areas explored in previous classes and with professors who have supervised the students work in such fields. It is required that students meet with the professor responsible for each field/area prior to the exam (a) to review the list of required texts for the specific field, and (b) to confirm the date of examination.

6. Evaluation:

- After reading the written examinations and the main area essay, a committee of departmental faculty members will evaluate the student's progress toward the granting of the M.A. degree.
- The Director of Graduate Studies will notify the student of the results, in writing, within two months of taking the first sub-field examination.
- Students who fail the examination(s) will have the option of re-taking the failed examination(s) only once.

Hispanic Applied Linguistics

This examination is given three times per year, on designated days in, January, May and August. The examination is based on reading lists (one for each area), which are prepared and periodically revised by the faculty. Copies may be obtained from the departmental website.

The candidate must notify the Director of Graduate Studies, at least 60 days in advance of the examination date, that he/she will take the examination. This notification should be submitted in writing and outline the areas in which the student will be examined (three in the major area and the fourth in the minor area).

Should a student fail, he/she may repeat it once.

In conjunction with an advisor, the M.A. student selects two fields of examination, one for Hispanic applied linguistics and one for Latin American/Spanish/Latino(a) literatures and cultures.

1. Students are examined in the two areas at one of the three scheduled examination dates (January, May and August).
2. Sub-areas of specialization (three):
 - Students will take the exams in only one week (on Monday and Friday) during the dates close to the beginning of the fall and spring semesters and immediately prior to the beginning of the first summer session. The professor in charge will determine the exact dates.
 - Students will receive each question on the same day in which examination will take place at 9:00 am. Professors will provide students with two questions from which students will pick one and then students will have four hours before the exam to brain-storm, prepare, gather quotes, organize thoughts, etc. Each exam will last four hours from 1:00 pm until 5:00 pm. The student will write the answer in Spanish in a room provided by the Department staff. No notes or bibliography may be consulted, although the use of a language dictionary is permitted.
 - Students will take exams in field/areas explored in previous classes and with professors who have supervised the students' work in such fields. It is required that students meet with the professor responsible for each field/area prior to the exam (a) to review the list of required texts for the specific field, and (b) to confirm the date of examination.
3. Evaluation:
 - After reading the written examinations and the main area essay, a committee of departmental faculty members will evaluate the student's progress toward the granting of the M.A. degree.
 - The Director of Graduate Studies will notify the student of the results, in writing, within two months of taking the first sub-field examination.
 - Students who fail the examination(s) will have the option of re-taking the failed examination(s) only once.

Financial Assistance

Admission to a graduate degree program is a prerequisite for consideration for financial assistance. Resources are limited, and all awards are highly competitive. Likewise, applicants requesting financial aid should make certain that the Application for Admission, transcripts, recommendations, and all supporting materials are received in the Department of Spanish and Portuguese by January 5 for admission in the fall.

Language House Mentor

Graduate students may also be employed as the Department's mentor in the Language House. The mentor lives in an apartment in St. Mary's Hall, the Language dorm, and supervises all the students in the Spanish cluster. The mentor is also responsible for coordinating activities for the cluster. A stipend, plus free board, is awarded to the mentor. For further details, please contact Karen Krausen, the Language House liaison.

Graduate Student Representatives

Graduate students will elect two representatives (one from the M.A. program and one from the Ph.D. program) for one-year terms, and act as liaisons. Students may not participate in decisions concerning current or prospective students. Students may attend meetings dealing with confidential matters, as appropriate. Responsibilities of the Graduate student representatives are:

1. Calling a meeting of all graduate students once each semester.
2. Discussing general concerns of the graduate students as a whole with the Director of Graduate Studies, the Director of Undergraduate Studies, and the Associate Chair and/or Chair. Graduate students with specific, personal concerns, should bring those concerns directly to the Director of Graduate Studies, the Director of Undergraduate Studies, or the Associate Chair or Chair.
3. Organizing and publicizing, along with other designated graduate students, the annual Graduate Student Conference.
4. Coordinating and editing, along with other designated graduate students, the graduate student publication, Ojo de Buey.

Miscellaneous Information

Career Development Center

This Center, located in the Hornbake Library, offers assistance and advice on employment opportunities. Students who need letters of recommendation from their

professors are urged to use the Center's Credentials Service. Special forms, available at the Center, are to be handed to the professors who will complete them and return them to the Center. In this way, the student will have a credentials file ready to be sent to prospective employers.

Full-time status

Students who need certification of full-time status should consult the Graduate Catalogue under "Full Time". Students renting University-maintained apartments must meet the full-time status requirements. Regulations on full-time status for Teaching Assistants are set forth in the Graduate Catalog under "Full Time".

Housing

Limited housing on campus is available to graduate students on a first-come, first-served basis. For specific information and an application visit the Department of Resident Life online. The Off-Campus Housing Service maintains an extensive and up-to-date computerized list of rooms, apartments and houses (both vacant and to share) that are for rent in the area. With proof of current registration, students may request searches of the list. Students may also search the online listing.

Independent Study

Spanish or Portuguese 699 (Independent Study) can be used only for research projects in subjects not covered by courses regularly offered by the Department, and only with the approval of the Graduate Director.

Student Responsibilities

It is the student's responsibility to find out about and observe the various deadlines for the procedural steps to complete the degree.

Transfer of credits

Transfer of credits from other universities is possible prior to or after matriculation in the M.A. program. No more than 6 credits may be transferred. These credits may be applied only if 1) they were earned within the five years allowed for obtaining the degree, 2) were not used to meet the requirements for a degree at the other institution, and 3) were not used as prerequisites for admission into the Department's M.A. program. Transfer credits

can normally be applied only toward the course requirements of the 400 level even if the course(s) in which the credit was earned was (were) at a higher level.

Appendix 1

Job placement for MA in SLAA/SPAN degree alumni

Ana Acedo (Fall 2001/Spring 2003)	Full-time lecturer in Spanish Linguistics, UMD
Luciana Donato (Fall 2001/Spring 2003)	Spanish instructor, Centro Universitario de Idiomas, University of Buenos Aires, Argentina
Susan Gardiner (Fall 2001/Spring 2004)	CEO, Cultural Connections
Milvia Hernández-Brunal (Fall 2001/Spring 2005)	Spanish teacher, Baltimore Public Schools
Mary Belknap (Fall 2001/Spring 2003)	Development Coordinator, Samaritan Ministry
Ivonne Bruneau-Botello (Fall 2002/Spring 2005)	Spanish teacher, The National Cathedral School
Helen Méndez (Fall 2002/Spring 2004)	Spanish teacher, St. John's College High School, Washington DC
Fabián Faccio (Fall 2002/Spring 2005)	Spanish instructor, Montgomery College Staff Assistant, Office of International Programs
Doris Morales-Shepherd (Fall 2003/Fall 2007)	Spanish teacher, Fairfax County
Fabiola Kastenhuber (Fall 2003/Spring 2006)	Spanish teacher, Rocky Hill, Montgomery County Public Schools
Elise Fasick (Fall 2004/Spring 2006)	Spanish teacher, Centreville HS, Fairfax County
Kim Pinckney (Fall 2004/Spring 2006)	Education system designer, Learning Team, Booz Allen Hamilton
Megan Kroll (Fall 2004/Spring 2006)	Faculty Research Assistant, Center for Advanced Language Studies, UMD
Carrie Ewachiw (Fall 2005/Spring 2007)	Spanish Instructor, Columbus State University
Elizabeth Roegler (Fall 2005/Fall 2008)	Senior Research Assistant, Center for Advanced Language Studies, UMD
Inge Siggelkow (Fall 2005/Fall 2008)	Research Assistant/Business Coordinator, Center for Applied Linguistics Spanish instructor, Montgomery College
Judith Reyes (Fall 2006/Spring 2008)	No information available
Fernanda López (Fall 2006/Spring 2008)	Faculty Research Assistant and SLA specialist, National Foreign Language Center
Cristina Maíllo (Fall 2006/Spring 2008)	Intern, Communications Department, National Soccer League
Ashley Lenker (Fall 2006/Fall 2008)	Program Manager, Joint National Committee for Languages/National Council for Languages and International Studies (JNCL-NCLIS)
Gladys Kelley (Fall 2006/Fall 2010)	Spanish Teacher, George E. Peters Elementary School



UNIVERSITY OF MARYLAND

DEPARTMENT OF CURRICULUM AND INSTRUCTION
COLLEGE OF EDUCATION
Office of the Chairperson

2311 H.R.W. Benjamin Building
College Park, Maryland 20742-1175
301.405.3117 TEL 301.314.9055 FAX

MEMORANDUM

To: Department of Spanish and Portuguese PCC Committee
From: Linda Valli, EDCI Interim Chair
Date: March 11, 2010
Re: Support of Hispanic Applied Linguistics Option

I am writing to support the Spanish MA proposal for including a Hispanic Applied Linguistics Option. This option sounds like a focus that is relevant to the EDCI Second Language Education and Culture (SLEC) program.

Both Dr. Lavine and Dr. Lacorte, the faculty who are proposing the program, have collaborated with SLEC on different occasions. Moreover, Dr. Lavine is affiliated with SLEC and teaches two SLEC graduate courses per academic year.

In addition, I believe it may benefit SLEC to have access for students enrolled in our M.Ed in Spanish to have the opportunity to take relevant courses in Spanish.

Please do not hesitate to contact me should you require additional information.

Date: Wed 24 Feb 12:04:42 EST 2010

From: Manel Lacorte <mlacorte@umd.edu> [Add To Address Book](#) | [This is Spam](#)

Subject: [Fwd: MA]

To: Gabi Strauch <gstrauch@umd.edu>

Cc: Roberta Lavine <rlavine@umd.edu>

Dear Gabi:

Per your request in relation to the concerns conveyed by the ARHU PCC committee, please find enclosed a copy of a message by Prof. Juan Uriagareka, Department of Linguistics. Please let us know should you have any questions or doubts. Best. M.

--

Manel Lacorte

Assoc. Professor of Spanish Applied Linguistics

Director, Spanish Language Program

Coordinator of Instruction and Professional Development

Spanish and Portuguese/SLLC JMZ 2202

University of Maryland, College Park MD 20742

Tel. 301/405 8233. Fax. 301/314 9752

<http://www.languages.umd.edu/SpanishPortuguese/>

Attachment: MA (2k bytes) [Open](#)

Date: Wed, 24 Feb 2010 11:46:46 -0500

From: Juan Uriagereka <juan@umd.edu>

Subject: MA

To: mlacorte@umd.edu

Dear Manel:

Thank you for your message with regard to the new MA option in Hispanic Applied Linguistics as part of your graduate program in Spanish. So long as we find offerings at the appropriate level, I am sure students from this MA option could fit in our graduate courses in Linguistics as electives for their MA degree in Hispanic Applied Linguistics. As a matter of fact, as you know we have done this more or less informally in the past, and it has always been a pleasure. On a more personal note, I would be delighted to help you in any way that you may find appropriate, as I think this is a very important initiative, particularly when Spanish is rapidly becoming the second language in this country. Regards,

Juan Uriagereka

Subject: RE: MA Hispanic Applied Linguistics-Internships

From: Joy Peyton <JPeyton@cal.org>

Date: Sat, 2 Jan 2010 17:14:46 -0500

To: Manel Lacorte <mlacorte@umd.edu>

CC: "Roberta Z. Lavine" <rlavine@umd.edu>

Hello, Manel. Happy New Year! Congratulations on submitting your proposal! As you know, I believe that your proposal outlines a very strong program.

If your project is accepted, we at the Center for Applied Linguistics (CAL) would love to accept interns from your program. We have been very happy with the interns who have worked with us in the past and are eager to be able to work with more. You have a strong program and a strong set of students, who are interested in the work that is done at CAL.

I wish you all the best with this very important program and look forward to working with you and University of Maryland interns in the future.

Sincerely,

Joy Peyton
Center for Applied Linguistics
Washington, DC
202-355-1545
jpeyton@cal.org

-----Original Message-----

From: Manel Lacorte [<mailto:mlacorte@umd.edu>]

Sent: Friday, December 18, 2009 5:20 PM

To: Joy Peyton

Cc: Roberta Lavine; Manel Lacorte

Subject: MA Hispanic Applied Linguistics-Internships

Dear Catherine:

I hope everything is going all right for you these days. I arrived in Barcelona yesterday with my wife and daughter, and so far we're having a great time!

The reason for this message is to let you know that Roberta and I have submitted a proposal to the PCC committee in SLLC to create a new track in Hispanic Applied Linguistics within our graduate program in Spanish. So far it looks like our colleagues have given very positive feedback. One of the things that they have suggested to make the proposal stronger prior to sending it to the next level is to get a message from possible internship sites like CAL showing willingness to take interns coming from our program. I would really appreciate if you could send me a note to this effect at your convenience. Needless to say, let us know should you have any questions about this request.

Thank you very in advance for your consideration. I look forward to hearing from you soon. Saludos. M.

--

Manel Lacorte
Assoc. Professor, Spanish Applied Linguistics
Director, Spanish Language Program
Coordinator of Instruction and Professional Development, SLLC
Spanish and Portuguese/SLLC JMZ 2202
University of Maryland, College Park MD 20742



University Senate TRANSMITTAL FORM

Senate Document #:	09-10-38
PCC ID #:	N/A
Title:	Representation of Single-Member Constituencies
Presenter:	Marc Pound, Chair, Elections, Representation, and Governance Committee (ERG)
Date of SEC Review:	March 15, 2011
Date of Senate Review:	April 7, 2011
Voting (highlight one):	<ol style="list-style-type: none"> 1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	To determine whether all of the existing single member constituencies are adequately represented in the Senate.
Relevant Policy # & URL:	N/A
Recommendation:	<p>In keeping with the tradition of Shared Governance, SMCs should be consistently reevaluated and considered for appropriate apportionment in the Plan of Organization. Because ERG considers SMCs as a stepping-stone to apportionment in the Plan and because 7 out of 10 allowable SMC seats are filled, ERG advocates apportionment of all SMCs in the revised Plan, even if the representation of each constituency remains unchanged.</p> <p>The ERG committee recommends the following:</p> <ol style="list-style-type: none"> 1. The next review of the Plan of Organization be initiated in year 7, rather than waiting until “at least every ten years,” as set forth in Article 6.3 of the Plan. 2. During the early review of the Plan of Organization, define the constituencies of the existing Single Member constituencies as “senators” in Article 3 of the Plan and set apportionments for each. 3. When the Plan of Organization Review Committee convenes, a permanent process should be developed by

	<p>which SMCs are considered for reevaluation and apportionment every 5 years or at a Plan of Organization Review, whichever comes first.</p>
Committee Work:	<p>The ERG committee presented a letter to the SEC on March 26, 2010 requesting that they be formally charged to review whether the single member constituencies are represented appropriately on the Senate.</p> <p>On March 26, 2010 the SEC charged the ERG committee to review the issue. At their April 7, 2010 meeting the ERG committee invited Dr. Marvin Breslow, Parliamentarian of the University Senate, to speak about the background and procedural issues of revising the single member constituencies section of the Bylaws. The committee determined that there is sufficient reason to pursue an in-depth review of the representation of single member constituencies on the Senate.</p> <p>On October 6, 2010 the ERG committee invited Dr. Jerry Miller Former Chair of the Plan of Organization Review Committee (PORC) to speak to the committee on the rational of apportionment in regards to single member constituencies. Dr. Miller gave an in-depth recollection of the PORC review of the Plan of Organization in 2006, especially related to apportionment.</p> <p>On November 3, 2010 the ERG committee considered all of the information gathered from both guest speakers as well as data collected from Institutional Research Planning & Assessment (IRPA) in determining if each individual single member constituency was adequately represented in the Senate. It was deemed that most single member constituencies are adequately represented (currently) with the exception of Research Faculty and Part-time Graduate Students. It was also determined that all single member constituencies be tracked periodically for accuracy in representation.</p> <p>At the January 28, 2011, SEC meeting the report from ERG was reviewed. As a result, the SEC sent a letter to the committee asking it to reconsider its recommendations. On February 2, 2011, ERG considered the SEC's suggestion that the Plan of Organization Review undergo an early review and agreed to recommend that in lieu of its original recommendation: to apportion the constituencies for Research Faculty and Part-time</p>

	<p>Graduate Students and immediately move their apportionments into the Plan of Organization via an amendment under Article 6.2.</p> <p>The committee voted to respond to the SEC by recommending a review of the Plan of Organization in year 7 and also that, during the Plan of Organization Review, all single member constituencies be apportioned and moved into the Plan.</p>
Alternatives:	The single member constituencies are left to their current apportionments keeping some constituencies underrepresented in the Senate.
Risks:	There are no associated risks with this change.
Financial Implications:	There are no financial implications.
Further Approvals Required:	Senate and Presidential approval are required.

Senate Elections, Representation, and Governance (ERG) Committee
Report on the Representation of Single-Member Constituencies.
March 2011

Background

In 2009-2010, the Senate Executive Committee (SEC) sent forward three charges to the Elections, Representation, and Governance Committee (ERG), directing ERG to consider new constituencies for representation as a Single Member Constituency (SMC) as outlined in the Plan of Organization (Plan) Article 3.5 and Bylaws Section 2.2 (see below). As a result, the ERG became quite familiar with the language defining SMCs and became concerned about potential deficiencies in the representation for these constituencies. Specifically, ERG noted that the Plan and Bylaws afford no consideration of an SMC after it is allocated, thus any potential growth—positive or negative—in its constituent population is ignored. As these are not apportioned seats, Article 3.8 of the Plan does not apply to them.

The Senate archives were searched for the history of the SMC concept. The SMC definition has been part of the Plan since 2000, with most SMC senators added to the Bylaws in 2001 (Appendix 1). Working with the Office of Institutional Research Planning & Assessment (IRPA), the ERG committee gathered data on population counts for each SMC for the last 5 years (Appendix 2). Most SMCs have undergone growth during that period, but at varying rates. Two constituencies (Contingent 2 Staff and Part-time Undergraduates) have seen their numbers decrease.

The ERG committee noted that some populations are now quite large. It also noted that 7 out of 10 Senate seats reserved for SMCs were taken -- raising the possibility that seats for additional constituencies will be exhausted in the near future. The ERG committee therefore requested that the SEC charge the ERG with determining if the current SMCs are adequately represented in the Senate and investigating potential modifications of that representation, if found to be inadequate.

Committee Work

The ERG committee presented a letter to the SEC on March 26, 2010, requesting that it be formally charged to review whether the single member constituencies are represented appropriately on the Senate. The SEC subsequently charged ERG with reviewing this issue.

At its April 7, 2010, meeting, the ERG committee met with Dr. Marvin Breslow, Parliamentarian of the University Senate, who spoke about the background and procedural issues of revising the single member constituencies section of the Bylaws. The committee determined that there is sufficient reason to pursue an in-depth review of the representation of single member constituencies on the Senate.

On October 6, 2010, at the ERG committee's invitation, Dr. Jerry Miller Chair of the 2005-2006 Plan of Organization Review Committee (PORC) spoke to the committee on the rationale

for apportionment of single member constituencies. Dr. Miller gave an in-depth recollection of the PORC review of the Plan of Organization in 2006, especially related to apportionment.

On November 3, 2010, the ERG committee considered all of the information gathered from both guest speakers as well as data collected by IRPA in determining if each individual single member constituency was adequately represented in the Senate. It was deemed that most single member constituencies are adequately represented (currently) with the exception of Research Faculty and Part-time Graduate Students. (See Appendix 3.) ERG also concluded that all single member constituencies be tracked periodically for accuracy in representation.

At the January 28, 2011, SEC meeting the report from ERG was reviewed. As a result, the SEC sent a letter to the committee asking it to reconsider its recommendations. On February 2, 2011, ERG considered the SEC's suggestion that the Plan of Organization Review undergo an early review and agreed to recommend that in lieu of its original recommendation: to apportion the constituencies for Research Faculty and Part-time Graduate Students and immediately move their apportionments into the Plan of Organization via an amendment under Article 6.2.

The committee voted to respond to the SEC by recommending a review of the Plan of Organization in year 7 and also that, during the Plan of Organization Review, all single member constituencies be apportioned and moved into the Plan.

Recommendations

The SMCs are a well-intentioned idea that was not optimally implemented. While they do allow for overlooked constituencies to gain representation between Plan reviews, their current definition makes no allowance for revisiting that representation at regular intervals. In ERG's view, SMCs should be a temporary solution for representation of those constituencies, not a permanent state. Furthermore, since only a single senator represents the entire constituency, if that senator were absent from a meeting, the constituency would have no representation in that instance. ERG's research revealed that several of the current SMCs were under-represented: Part-time Graduate Students, Research Faculty, and possibly Instructor/Lecturers (both full and part-time). In keeping with the tradition of Shared Governance, SMCs should be consistently reevaluated and considered for appropriate apportionment in the Plan of Organization. Because ERG considers SMCs as a stepping-stone to apportionment in the Plan and because 7 out of 10 allowable SMC seats are filled, ERG advocates apportionment of all SMCs in the revised Plan, even if the representation of each constituency remains unchanged.

The committee therefore recommends:

1. The next review of the Plan of Organization be initiated in year 7, rather than waiting until "at least every ten years," as set forth in Article 6.3 of the Plan.
2. During the early review of the Plan of Organization, define the constituencies of the existing Single Member constituencies as "senators" in Article 3 of the Plan and set apportionments for each.

3. When the Plan of Organization Review Committee convenes, a permanent process should be developed by which SMCs are considered for reevaluation and apportionment every 5 years or at a Plan of Organization Review, whichever comes first.

The ERG does not wish to overly constrain the Plan of Organization Review Committee on final apportionment numbers for the under-represented groups. Rather, we give a range of apportionments which are appropriate to consider. Those being:

Research Faculty: 1 per 200 (same as staff) to 1 per 35 (half regular faculty)

Part-time Graduates Students: 1 per 1000 to 1 per 500

Comment on Urgency and Effort Required

The SEC charge asks the ERG to comment on whether the need for a change in representation "is urgent enough to warrant effort required." In the committee's view, the answer is an unqualified "yes." These constituents have been underrepresented for at least 5 years, and, prior to 2001, had no representation at all. It is unacceptable to ask them to wait for adequate representation another 5 years until the next Plan of Organization review. Over the next 5 years, the campus will continue to undergo dramatic change (e.g., budgetary issues, Strategic Plan implementation, General Ed. Plan implementation, Purple Line alignment, East Campus redevelopment), and, during this period, these constituents deserve to have their voices heard *in the Senate*. Furthermore, having these campus members underrepresented could be construed as a violation of Board of Regent's policy on shared governance. Acting on this matter would demonstrate that the University Senate takes seriously compliance with that policy. This issue speaks to the heart of University's commitment to shared governance.

Corrective change requires effort. In formulating its recommendations, the ERG committee attempted to choose a path that would limit the amount of work required. The other option, to apportion the constituencies for Research Faculty and Part-time Graduate Students and immediately move their apportionments into the Plan of Organization via an amendment under Article 6.2., requires significant work on the part of the Senate Office to hold a campus-wide vote on the amendment and does not negate the required Plan of Organization Review in year 10.

Relevant Excerpts from Plan and Bylaws

Plan of Organization 3.5 Other Senators

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

Bylaws 2.2 Single Member Constituencies

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

- (a) *Teaching Faculty who are not members of the Faculty Constituency as defined in Section 3.2 of the Plan shall elect two (2) Senators, for a term of one (1) year, their terms renewable for up to three (3) years. Full-time Instructor/Lecturers shall elect one (1) full-time representative and part-time Instructor/Lecturers shall elect one (1) part-time representative representing the Instructor/Lecturer constituency. When the Senate votes by constituencies, those Senators shall have the same voting rights as a Faculty Senator.*
- (b) *Research Faculty who are not members of the Faculty Constituency as defined in Section 3.2 of the Plan shall elect one (1) Senator from among their ranks for a term of one (1) year, renewable for up to three (3) years. When the Senate votes by constituencies, that Senator shall have the same voting rights as a Faculty Senator.*
- (c) *The part-time undergraduate students shall elect one (1) Senator from among their ranks for a term of one (1) year, renewable for up to three (3) years. When the Senate votes by constituencies, that Senator shall have the same voting rights as all other student Senators. A part-time student Senator who changes to full-time status subsequent to election may serve out his/her term.*
- (d) *The Contingent 2 Staff shall elect one (1) Senator from among their ranks for a term of one (1) year, renewable for up to three (3) years. When the Senate votes by constituencies, that Senator shall have the same voting rights as all other Staff Senators. The Contingent 2 Staff Senator shall have been employed by the University for twelve months prior to their election.*
- (e) *Emeritus Faculty who are not members of the Faculty Constituency as defined in Section 3.2 of the Plan shall elect one (1) Senator from among their ranks for a term of one (1) year, renewable for up to three (3) years. When the Senate votes by constituencies, that Senator shall have the same voting rights as a Faculty Senator.*
- (f) *The part-time graduate students shall elect one (1) Senator from among their ranks for a term of one (1) year, renewable for up to three (3) years. When the Senate votes by constituencies, that Senator shall have the same voting rights as all other student Senators. A part-time student Senator who changes to full-time status subsequent to election may serve out his/her term.*
- (g) *Adjunct Professors and Professors of the Practice who are not members of the Faculty Constituency as defined in Section 3.2 of the Plan together shall elect one (1) Senator from among their ranks for a term of one (1) year, renewable for up to three (3) years. When the Senate votes by constituencies, that Senator shall have the same voting rights as a Faculty Senator.*

Plan of Organization 3.8 Reapportionment of the Senate

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

3.8.b Upon reapportionment:

(1) a department, unit, or staff category that gains representation through reapportionment shall nominate and elect constituent(s) as appropriate;

(2) a department, unit, or staff category that loses representation through the reapportionment shall retain all currently elected senators until the end of the Senator(s) term(s) or until the Senator(s) resign(s). Upon completion of the term(s) or resignation(s) from the Senate, the Senator(s) shall not be replaced.

Plan of Organization Article 6 Amendments, Review, and Revision

6.2 Proposed amendments to the current Plan of Organization shall be presented in writing to the Executive Secretary and Director, who shall transmit them to members of the Senate at least ten working days in advance of any regular or special meeting. Amendments may be proposed by one or more Senators, by committees of the Senate, or by written petition signed by 1,000 members of the major constituencies, which are the faculty, staff, and student constituencies defined in sections 3.2, 3.3, and 3.4 respectively.

6.3 Review of the current Plan of Organization shall be undertaken at least every ten years by a committee composed of members elected by the Senate. The Senate Executive Committee may institute a review of the Plan by such a committee in the fifth or subsequent year following a review if in its judgment there have been changes in the University significant enough to justify a review.

Appendices

Appendix-1 Single Member Constituency Table

Appendix-2 Institutional Research Planning & Assessment Data

Appendix-3 Single Member Constituency Representation

Appendix-4 Charge

Single Member Constituencies

Single Member Constituencies were first seen in the Proposed Changes to the 1993 Plan of Organization. Clause 3.5: Other Senators- was approved into the Plan of Organization May 2000 from the Senate Charge 98-99-21

Single Member Constituencies- as added/amended:

- a) Teaching Faculty - Feb 2001
- b) Research Faculty - Feb 2001
- c) P/T undergrad - Feb 2001
- d) Contingent Staff - Feb 2001
- e) Emeritus - Feb 2003
- f) Part time grad - Nov 2009
- g) Adjunct Prof/Prof of Practice - March 2010

Appendix 2

Institutional Research Planning & Assessment Data

Single Member Constituencies

ERG Committee

Contingent 2 staff		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Full time	Exempt Contingent Category 2	141	123	108	104	106
	Nonexempt, Contingent 2	163	188	196	199	189
	Total	304	311	304	303	295
Part-time	Exempt Contingent Category 2	13	13	17	18	17
	Nonexempt, Contingent 2	95	68	58	61	48
	Total	108	81	75	79	65
Total		412	392	379	382	360

Non Tenure Research Faculty		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Full Time		1,239	1,232	1,240	1,239	1,355
Part-time		277	268	273	271	306
Total		1,516	1,500	1,513	1,510	1,661

Instructors & Lecturers		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Full-time		241	263	296	308	302
Part-time		497	561	541	599	629
Total		738	824	837	907	931

Adjunct/professor of practice		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Full-time		11	15	14	13	11
Part-time		13	13	23	22	25
Total		24	28	37	35	36

Emeritus Faculty		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Full-time		1		1	2	1
Part-time		20	23	25	25	27
Total		21	23	26	27	28

Part-time Undergraduate Students		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Part-time		2,179	2,030	2,077	2,092	1,925

Part-time Graduate Students		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Part-time		3,285	3,240	3,313	3,591	3,591

Source: IRPA

Frozen Warehouse

9/7/2010

Appendix 3

Single Member Constituency Representation

The following are the figures and committee decisions for each SMC:

Full-time Instructor/Lecturers, 1/302, **adequately represented** (should be tracked)

Part-time Instructor/Lecturers, 1/629, **adequately represented** (compared to the number of full time)

Research faculty, 1/1661, **underrepresented**

Part-time undergraduate students, 1/1925, **adequately represented** (Full-time undergraduate representation is 1/1000.)

Contingent 2 Staff, 1/360, **adequately represented** (Exempt staff representation is 1/200.)

Emeritus Faculty, 1/28, adequately **represented**

Part-time graduate students, 1/3591, **underrepresented**

Adjunct Professors/Professors of the Practice, 1/36 **adequately represented** (Data BASED on title)


As enumerated above, the committee determined that all the SMCs were adequately represented except for Research Faculty and Part-time Graduate Students.

**numbers are from data collected by IRPA*

Appendix 4



**University Senate
CHARGE**

Date:	April 2, 2010
To:	Kendra Wells Chair, Elections, Representation & Governance Committee
From:	Elise Miller-Hooks Chair, University Senate 
Subject:	Representation of Single-Member Constituencies
Senate Document #:	09-10-38
Deadline:	November 1, 2010

The Senate Executive Committee (SEC) requests that the Elections, Representation, and Governance (ERG) Committee determine whether all of the existing single member constituencies are adequately represented in the Senate.

In the course of your review we suggest that you meet with Marvin Breslow, Parliamentarian, for guidance and historical perspective. In addition, the committee should consult with Gerald Miller, Chair of the Plan of Organization Review Committee (PORC), during the last revision in 2006. The ERG Committee should also comment on the need for any proposed change to representation, as well as if the need is urgent enough to warrant the effort required.

We ask that you submit your report and recommendations to the Senate Office no later than November 1, 2010. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.



University Senate TRANSMITTAL FORM

Senate Document #:	10-11-04
PCC ID #:	NA
Title:	University Policies Related to Lecturers/Instructors & Research Faculty
Presenter:	Robert Schwab, Chair, Faculty Affairs Committee
Date of SEC Review:	March 15, 2011
Date of Senate Review:	April 7, 2011
Voting (highlight one):	<ol style="list-style-type: none"> 1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	To determine whether there are areas of concern with existing policies related to non-tenure-track faculty.
Relevant Policy # & URL:	II-1.00(F) UNIVERSITY OF MARYLAND POLICY ON FULL-TIME and PART-TIME NONTENURE TRACK INSTRUCTIONAL FACULTY.
Recommendation:	<p>The Faculty Affairs Committee recommends that the Senate form a task force to carry out a thorough and systematic review of campus policy on the terms of employment for University non-tenure-track faculty.</p> <p>The following two recommendations should be considered during the proposed task force's broader review:</p> <ol style="list-style-type: none"> 1. Evaluation of maximum teaching load per semester. 2. Development of policies on appointing graduate students as lecturers. <p>Additionally, the Committee suggests that a careful survey of all University non-tenure-track faculty be conducted. This survey would offer a comprehensive picture of the terms of employment for this large and growing part of the University community.</p> <p>Following our review of policies at other universities and the results of the focus groups, the Faculty Affairs Committee also suggests the University give serious consideration to the</p>

	<p>following recommendations, which are explained in further detail in the attached report:</p> <ol style="list-style-type: none"> 1. Identify an administrative unit to oversee all issues related to lecturers and instructors. 2. Modify the UMD <i>Faculty Handbook</i> to provide a wider range of ranks and promotions within the category of lecturer. 3. Specify assignments and responsibilities in contracts. 4. Explore ways to recognize outstanding lecturers through campus-wide awards, promotions, funds for travel to conferences and other professional development opportunities. 5. Provide lecturers opportunities to participate in department governance. 6. Establish clear policies to evaluate instructors, lecturers, and research scientists.
Committee Work:	<p>The Senate Executive committee charged the Faculty Affairs Committee (FAC) with reviewing University Policies Related to Lecturers/Instructors & Research Faculty. At the September 13, 2010 meeting the FAC discussed the charge and created a Lecturer/Instructor & Research Faculty Policy Working Group to evaluate the current policies of the University of Maryland.</p> <p>The Working Group met over 3 months researching the current practices at the University; during this time they also researched peer institutions and their related policies. Additionally the Working Group met with Boden Sandstrom, the original proposer to have a better understanding of the viewpoint of the Lecturers at the University.</p> <p>In December 2010 the Working Group conducted focus groups with several non-tenure-track faculty of the University of Maryland to determine if the experiences of non-tenure-track faculty warrant further evaluation.</p> <p>In January 2011 the Working Group presented their initial findings in a draft report to the committee. The committee accepted the draft report from the Working Group as the basis for the committee report.</p> <p>At the February 4, 2011 meeting the committee agreed that additional demographic information should be added to the final report in order to better support suspected inequities for non-</p>

	tenure-track faculty across the campus. On March 7, 2011 the final report and recommendations were adopted and approved by the committee via an email vote.
Alternatives:	The University could continue with current policies and practices.
Risks:	The University's lack of policies protecting the functions and activities of non-tenure-track faculty could result in further inequities.
Financial Implications:	Additional resources would be required for the Office of Faculty Affairs to successfully take on the extra responsibility of the non-tenure-track faculty.
Further Approvals Required:	Senate and Presidential approval are required.

Faculty Affairs Committee
Instructor/Lecturer and Research Faculty Report
March 2011

On September 1, 2010 the Senate Executive Committee (SEC) asked the Faculty Affairs Committee (FAC) to review University Policies related to Lecturers/Instructors and Research Faculty. At the September 13, 2010 meeting FAC discussed the charge and created a Lecturer/Instructor and Research Faculty Policy Working Group (Working Group) to evaluate current campus policies regarding non-tenure-track faculty. For the purpose of this report the term “non-tenure-track faculty” includes: full and part-time instructor/lecturers and research faculty.

Over the next three months, the Working Group researched current practices at similar institutions and consulted the University Legal Office on all campus policies that are applicable to non-tenure-track faculty. The Working Group also met with Boden Sandstrom, the lecturer in the Department of Music who initially raised this issue with the Senate. In December 2010, the Working Group conducted individual interviews and focus groups with a number of campus non-tenure-track faculty. The qualitative study focused on instructors and lecturers and collected relatively limited information about the research faculty.¹

As Table 1 shows, there are currently 860 instructors and lecturers on campus. It is helpful to put this number in perspective. There are roughly 1,500 tenured and tenure-track faculty on campus. Although most lecturers and instructors work part time, their numbers—860—represent over one-third of the College Park instructional faculty (though perhaps somewhat less in terms of FTE).

Policy on non-tenure-track faculty is an essential issue at UMCP and virtually all other universities. Since 1990, the majority of new faculty members in U.S. academic institutions have been hired as contingent workers, either as lecturers or adjuncts, and not as tenured or tenure-track professors. In 1969, just 3.3% of new full-time faculty appointments were off the tenure-track. By the 1990s, over half were off the tenure-track (Schuster and Finkelstein, 2006). There has also been an increase in the proportion of faculty having part-time appointments; in 2001, 44.5% of the faculty were working part time (Bradley, 2004).

The increase in non-tenure-track faculty positions also has a gender dimension. Nationally, by 2003, women comprised 42.4% of those employed in universities (all full-time and part-time instructional faculty and staff in degree-granting institutions; NCES, Table 255, 2009). Women are over-represented, however, as contingent faculty—that is, as adjunct professors, lecturers, or instructors. In 2005, women held 57% of the full-time non-tenure-track faculty. Moreover, 30% of the full-time female faculty was in non-tenure-track faculty compared to 18% of the full-time

¹ We found considerable ambiguity about titles. At UMCP, new teaching faculty can be appointed as lecturers or senior lecturers; new appointments as instructor have not been allowed since 1995. Adjuncts typically teach just one or two courses per semester. SEC made clear that this report should not be concerned with the status of adjuncts. We note that different units use these titles and that other campuses often have different titles for their non-tenure-track faculty.

male faculty (Schuster and Finkelstein, 2006). The overall situation—large numbers of faculty under contract, job instability, and widespread feeling of lack of professional recognition by peers—renders the development of an institutional identification difficult for them and tends to remove a substantial number of faculty members from academic decision-making.

Table 1. UMCP Instructors/Lecturers by College Relative to Tenured/Tenure-Track Faculty, 2010

Name of Unit	Full-Time Lecturers/Instructors	Part-Time Lecturers/Instructors	Total Lecturers/Instructors	Tenured and Tenure-Track Faculty ¹
Engineering	5	56	61	181
Agriculture & Nat'l Resources	8	14	22	171
Arts & Humanities	76	203	279	310
Behavioral & Social Sciences	28	68	96	170
Chemical & Life Sciences	24	2	26	109
Computer, Math, Physical Sciences	31	34	65	210
Education	38	59	97	95
Information Studies	1	14	15	16
Journalism	6	40	46	11
Business	37	37	74	100
Architecture	1	27	28	22
Public Health	10	26	36	57
Public Policy	1	14	15	15
TOTAL	266	594	860	

¹ Full-time equivalent. Profiles shows a total of 1,494 tenured and tenure track faculty for the campus. The remaining 27 have a tenured home outside the 13 colleges listed in this table.

As Table 2 shows, we find a similar pattern at UMCP. Slightly less than one-half of all campus non-tenure-track faculty are women. In sharp contrast, women represent just 31 percent of the campus tenured and tenure-track faculty.

Table 2. UMCP Faculty by Gender, 2010

		Percent Female	Percent Male
Lecturers			
	Full Time	59.8%	40.2%
	Part Time	44.7%	55.3%
	Total	49.2%	50.8%
Tenured and Tenure-Track Faculty		30.6%	69.4%

A Comparison of UMCP and Four Similar Institutions

We compared UMCP policies on non-tenure-track faculty to similar policies at the following institutions: Virginia Tech, the University of Wisconsin at Madison, UCLA, and the University of North Carolina at Chapel Hill. The review was challenging because policies on non-tenure-track faculty are scattered throughout the faculty handbooks at these institutions. Moreover, we do not know the extent to which policies are in fact implemented at the four campuses we considered. The review of the faculty handbooks focused on 10 issues: titles, ranks within classifications, length of contracts, promotion within the classification, performance evaluation, salary determination, letters of appointment, non-reappointment, sabbaticals, and governance. Some of the four institutions did not have clear policies on each of these ten questions. In other cases the coverage in the faculty handbooks is uneven, with some detailed and others very brief.²

Regarding the *classification* of the position, UMCP refers to contingent faculty as non-tenure-track instructional faculty. Non-tenure-track faculty at Maryland are appointed either as lecturers or senior lecturers; some non-tenure-track faculty are instructors, but the campus no longer appoints new non-tenure-track faculty to that rank. UCLA offers a very rich description of these positions, establishing seven ranks within the classification of lecturer. UCLA also makes a distinction between an appointment with potential security of employment (PSOE) and one with security of employment (SOE).

On *contracts*, UMCP units and departments are encouraged to offer two- or three-year contracts to full-time non-tenure-track faculty following satisfactory performance, and even longer contracts in case of departmental need; it appears, however, that most contracts at UMCP are for just one semester or one year. UCLA requires that PSOE lecturers and PSOE senior lecturers be appointed for two years or less, with a maximum of eight years in that rank, and that SOE lecturers and SOE senior lecturers be given security of employment. Virginia Tech discourages the use of one-year contracts.

On *promotion*, UMCP has no explicit procedures for promotion within the non-tenure-track faculty category. Two institutions are very explicit on promotion: Virginia Tech has a formal mechanism for promotion from instructor to advanced instructor and then to senior lecturer based on satisfactory performance. UCLA mandates that PSOE lecturers or senior lecturers be considered for promotion to associate professor.

² Please see Appendix A for a fuller comparison of UMCP and Similar Institutions faculty policies.

On *performance evaluation*, UMCP requires an annual performance evaluation for both full-time and part-time non-tenure-track faculty; these evaluations are to be placed in a personnel file and reviewed by the non-tenure-track faculty themselves. It appears that such evaluations are not conducted regularly.

On *salaries*, UCLA policy says that SOE lecturers are to receive no less than the salary rates for associate professors, and PSOE and SOE senior lecturers should not receive less than the rate of professors. The University of Wisconsin-Madison sets a minimum of \$35,840 per year for instructors.

Only one of the four institutions has an explicit policy on *professional development*. The University of Wisconsin-Madison recommends “a temporary reassignment of duties” to enable “sufficient time for instruction enhancement, courses and curricula development, or course redesign.”

On *governance*, UMCP is vague about formal representation of non-tenure-track faculty, although it recommends that each unit integrate them into the academic life of their departments. The UMCP Senate’s Plan of Organization provides for one representative for full-time lecturers/instructors and one representative for part-time lecturers/instructors. The University of North Carolina-Chapel Hill, Virginia Tech, and University of Wisconsin-Madison all give their instructors/lecturers much greater representation on their campus senate.

Terms of Employment Non-Tenure-Track faculty at UMCP

We invited faculty from four campus colleges that employ significant numbers of non-tenure-track faculty (see Table 1 above): BSOS, ARHU, Education, and CMNS. The data were collected through individual interviews and focus groups during December 2010 with 22 people who volunteered to participate. We recognize that our sample is small and clearly non-random and that we therefore need to qualify our findings carefully. This is a common problem in qualitative research, where the emphasis is not on stating broad generalizations but on giving details of the life experience of subjects in any given social setting. The participants included men and women who have been at UMCP between one semester and 10 years. The sample included few research scientists and so any conclusions about terms of employment for this group are tentative at best.

Appendix B includes a detailed discussion of the results of our interviews. The people we interviewed raised some very serious and very troubling issues. The University is an institution where equity is a key priority. In practice, however, our interviews found significant inequality in the treatment of some of its community members. While not all, a substantial portion of the non-tenure-track faculty interviews reporting working in an environment in which job uncertainty and heavy teaching burdens are common. From the perspective of the University, we recognize that it is difficult to know with precision how many students will be taking specific courses until classes actually begin. The need for the University to maintain some degree of flexibility in providing for unexpected enrollments tends to create employment uncertainties for faculty in the lower ranks. How to reconcile the University’s need for flexibility with some assurance of job stability is a challenge that needs to be resolved.

Variations in the determination of half-time status are a source of major concern among non-tenure-track faculty, particularly because of the implications for access to health benefits. Non-tenure-track faculty see themselves as underpaid for the tasks they perform and in a position from which little mobility is possible. Teaching demands absorb much of their time, leaving limited opportunity for the research endeavors and professional development that will prepare them for regular faculty positions in the future. This is particularly problematic for non-tenure-track faculty who hope to move to a tenure-track position in the future. Given the current job market for new PhD's, a lecturer position is similar in some ways to a post-doc and thus the first toward tenure.

Although non-tenure-track faculty make significant contributions to the academic functioning of the University, teaching many of the courses at the undergraduate level, they feel unrecognized as partners and deprived of adequate representation in departmental and campus governance.

In all, the views presented by non-tenure-track faculty indicate dissatisfaction with the way the University treats them. Moreover, some of the people we interviewed felt they were trapped in a situation that they have little means to correct.

Recommendations

As we noted above, our study - given its small and non-random sample - does not allow us to draw broad generalizations about the terms of employment for campus non-tenure-track faculty. We feel strongly, however, that the results we have summarized in this report make a compelling case for a thorough and systematic review of campus policy on these issues. We suggest that the SEC form a task force—or possibly a joint task force that includes the Provost's Office—to carry out this review. We believe that a careful survey of all UMCP non-tenure-track faculty is an important next step. This survey would offer a comprehensive picture of the terms of employment for this large and growing part of the UMCP community.

Our review of policies at other universities and the results of our focus groups suggest the following recommendations should be given serious consideration. The first six of these recommendations are efforts to include non-tenure-track faculty in the UMCP faculty and might be implemented fairly quickly. The other two recommendations might be part of the broader review proposed in this report.

1. The campus should identify an administrative unit to oversee all issues related to non-tenure-track faculty. This unit would be responsible for a range of important issues including oversight of contracts, benefits, professional development, and grievances. A sensible first step might be a request to all of the colleges for a report on their policies on non-tenure-track faculty.

The Office of Faculty Affairs would seem to be the logical choice. At present, it deals only with tenured and tenure-track faculty. Faculty Affairs, however, currently does not have the resources to oversee the non-tenure-track faculty as well. It would therefore be essential that the campus give Faculty Affairs significant additional resources if it is to be asked to take responsibility for the non-tenured-track faculty.

2. Modify the UMD *Faculty Handbook* to provide a wider range of ranks and promotions within the category of non-tenure-track faculty. The creation of multiple ranks will allow departments to recognize the contributions of their non-tenure-track faculty. Criteria should focus on teaching and service performance and time in service.

3. Contracts should carefully specify a non-tenure-track faculty's assignments and responsibilities so that this labor is properly acknowledged and remunerated. In particular, contracts should specify any expectations for administrative responsibilities, advising, and service. Contracts should also establish a better timeline to enable the non-tenure-track faculty to face more predictable working conditions.

4. The campus should explore ways to recognize outstanding non-tenure-track faculty through campus-wide awards, promotions, and funds for travel to conferences and other professional development opportunities. Departments should expose non-tenure-track faculty to the range of resources available on campus including the Center for Teaching Excellence.

5. Departments should provide non-tenure-track faculty opportunities to participate in department governance.

6. Departments should establish clear policies to evaluate non-tenure-track faculty. These periodic reviews are a necessary prerequisite for several of our other recommendations.

7. The campus should consider evaluating the maximum teaching course load per semester. Teaching three and four courses with large classes each semester, while advising students, can be overwhelming and is often inconsistent with a high quality undergraduate education.

8. Consideration should be given to the development of policies on appointing graduate students as lecturers. Becoming a lecturer often imposes a heavier teaching burden on graduate students (possibly increasing time to degree) and reduces their total compensation.

References

Bradley, Gwendolyn. 2004. Contingent Faculty and the New Academic Labor System. *Academe Online*, Jan-Feb. <http://www.aaup.org/AAUP/pubres/academe>

NCES. 2009. *Digest of Education Statistics, 2008*. Washington, D.C.: National Center for Education Statistics, U.S. Department of Education.

Schuster, J. and Finkelstein, M. 2006. *The American Faculty: The Restructuring of Academic Work and Careers*. Baltimore: The Johns Hopkins University Press.

Appendices

Appendix-A Comparison of Policies of UMCP and Four Similar Institutions

Appendix-B Results of the Working Group's Interviews

Appendix-C Applicable Policy Review from the Legal Office

Appendix-D Charge

Appendix-E Proposal

Appendix A

A Comparison of Policies on Instructional faculty at UMCP and Four Similar Institutions

Below we state in full the policies regarding lecturers and instructors across five universities (UMD, UCLA, UN-Chapel Hill, Virginia Tech, and UW-Madison). The policies are presented below in terms of 10 categories: professional classification, ranks within the classification, length of service, promotion, performance evaluation, salaries, letters of appointment, non-reappointment, sabbaticals/professional development, and governance.

The text indicated in regular letters is taken verbatim from the policy documents. In a few instances, text is expressed in italics to refer to observations and clarifications made by members of the Faculty Affairs Senate Committee.

1. Professional Classification

UMD

General denomination: Non-tenured track instructional faculty (NON-TENURE-TRACK FACULTY).

UCLA

General denomination: Academic non-tenure track faculty.

The title Lecturer will be assigned to professionally qualified appointees not under consideration for appointment as professor ... whose services are contracted for special purposes[sic]

The title Sr. Lecturer may be assigned ... to a Lecturer whose salary is at full professor level and whose services are of exceptional value to the University. [sic]

UN-Chapel Hill

General denomination: Fixed-term faculty. Members of the faculty: instructor, lecturer, or any of the formally authorized lecturer-equivalent rank.

Virginia Tech

General denomination: Non-tenure-track instructional faculty.

UW-Madison

General denomination: Instructional academic staff. This comprises professional and administrative personnel other than faculty, classified staff, limited staff, student employees, or employees in training.

2. Ranks within the Classification

UMD

The university should confer appropriate, non-tenure instructional ranks commensurate with credentials and professional experience. For long-term PTNON-TENURE-TRACK FACULTY and FTNON-TENURE-TRACK FACULTY instructional faculty, academic units should consider the development of procedures for progression in rank.

UCLA

Lecturer

Senior Lecturer

Lecturer with potential for SOE (security of employment)

Senior Lecturer with potential for SOE

Lecturer with SOE

Senior Lecturer with SOE

Lecturer in Summer Session

UN-Chapel Hill

Instructor

Lecturer

Senior lecturer

Virginia Tech

Instructor

Advanced Instructor

Senior Instructor

UW-Madison

Assistant Instructional Academic Staff

Associate Instructional Academic Staff

No Prefix (*i.e., Instructional Academic Staff*)

Distinguished Instructional Academic Staff

Associate Lecturer

No Prefix (*i.e., Lecturer*)

Senior Lecturer/Visiting Lecturer

Distinguished Lecturer

3. Length of Contracts

UMD

Normally FTNON-TENURE-TRACK FACULTY contracts should be for one academic year and initial contracts for PTNON-TENURE-TRACK FACULTY instructional faculty for a period of one semester.

Departments are encouraged to offer two to three-year contracts to FTNON-TENURE-TRACK FACULTY faculty members with long-term satisfactory service verified by written evaluation of performance and to offer longer-term contracts, not to exceed three years, to PTNON-TENURE-TRACK FACULTY instructional faculty in cases of demonstrated departmental need.

UCLA

Lecturers or senior lecturers without SOE are not subject to eight-year limit of service. Faculty members with PSOE cannot be employed for a period more than eight years in that rank.

UNC-Chapel Hill

Instructor: One-year contract, renewable for three additional one-year terms. No reappointment beyond four years is allowed.

Lecturer: Fixed term of one to five years. Subsequent appointments may be made in succession or intervals.

Senior Lecturer: Generally, an appointment for five years should be considered.

Note: UNC has also the rank of instructor under tenure track: This rank is appropriate for persons for whom there is reasonable expectation that in the normal course of events he or she will progress to the rank of assistant professor. The appointment is for a probationary term of one year, renewable for three additional successive one-year terms, a total of four years. No reappointment beyond four years is allowed.

Virginia Tech

All initial non-tenure-track faculty appointments are normally for a period of one year, including appointments at the more senior ranks. The practice of issuing repeated one-year restricted contracts for an individual faculty member over many years is explicitly discouraged.

Reappointments are usually effective July 1 or August 10, reflecting either calendar year or an academic year appointment.

Instructor: Appointment at this rank consists of a series of one- or two-year renewable appointments with a minimum of five years of completed service before consideration for promotion.

Advanced Instructor: A minimum of five years of completed service is required before consideration for promotion to senior instructor. Promotion to the advanced instructor rank is generally accompanied by a renewable three-year contract.

Senior Instructor: Promotion to the rank of senior instructor is generally accompanied by a renewable five-year contract.

UW-Madison

None stated.

4. Promotion within the Classification

UMD

None stated.

UCLA

A lecturer PSOE or senior lecturer PSOE who has completed eight years of service in that title cannot continue after the eighth year unless promoted to a higher position.

UNC-Chapel Hill

Instructor: Not stated.

Lecturer: No promotion within this rank but may receive salary increases.

Senior Lecturer: Not stated.

Virginia Tech

Instructor: Promotion to advanced instructor is possible after five years of service.

Advanced Instructor: Promotion to senior lecturer is possible to five years of service.

UW-Madison

None stated.

5. Performance Evaluation

UMD

Evaluations shall be annual. The evaluations shall be kept in a personnel file. FTNON-TENURE-TRACK FACULTY and PNON-TENURE-TRACK FACULTY faculty members shall have the opportunity to review each evaluation and sign off on it.

UCLA

Every faculty member should be reviewed at least every five years.

UNC-Chapel Hill

General statement only: Each year, it is expected the unit will meet with every untenured member and set forth the expectations for that member, an evaluation of past performance, and the duties he/she is expected to fulfill over the next year. A written record that such a conversation has taken place should be placed in the individual's personnel file.

Virginia Tech

Continuous faculty members must submit an annual evaluation in accordance with departmental and college procedures and timelines. Annual evaluation of performance by department head/chair or supervisor will provide feedback to faculty member. Timely submission of the actual activity report is required for consideration for a merit adjustment.

Non-tenure-track faculty members are entitled to full consideration for merit adjustment as available and warranted by their performance.

UW-Madison

None stated.

6. Salary Determination

UMD

None stated.

UCLA

Lecturer PSOE or Sr. Lecturer PSOE. Recommended salary comparable to Assistant Professor IV.

Lecturer PSOE or Sr. Lecturer PSOE. Recommended salary comparable to Associate Professor I & Above-Scale.

UNC-Chapel Hill

None stated.

Virginia Tech

None stated.

UW-Madison

Salary minimum (effective until 5/22/11) for instructors: \$35,840 per year.

7. Letters of Appointment

UMD

All FTNON-TENURE-TRACK FACULTY and PTNON-TENURE-TRACK FACULTY shall be provided with clear written and approved contracts prior to the beginning of the assignment. The contract shall stipulate the term of the contract, the salary, assignments and expectation, expected notification about renewal or non-renewal, resources, and performance-evaluation policies and procedures.

UCLA

The appointment letter shall state: the title of the position, the salary rate, the name of the department in which the appointment is located, beginning and end of the appointment, percentage time, general responsibilities, the name of the individual to whom the academic appointee reports. The university shall not be required to provide written notice of the above to an appointee at less than 50% time or short-term appointment of no more than one quarter or semester. For these people either the University shall not be required to give written notice of non-reappointment.

For those who have worked at least 50% time for eight or more consecutive years in the same academic title or title series on campus, notice of written non-reappointment shall be issued.

UNC-Chapel Hill

None stated.

Virginia Tech

None stated.

UW-Madison

None stated.

8. Non-Reappointment

UMD

FTNON-TENURE-TRACK FACULTY faculty members should receive adequate notice of non-renewal of contract. PTNON-TENURE-TRACK FACULTY faculty members should receive at least 30 days of notice of non-renewal prior to the end of the current contract.

UCLA

None stated.

UNC-Chapel Hill

Notice of non-reappointment is needed for full-time faculty at the rank of instructor. No obligation exists on the part of the University to give any notice in advance of expiration of a current term (*that is less than FT*).

Virginia Tech

In the cases of faculty on temporary or restricted appoint for which there is no indicated opportunity for reappointment, the letter of appointment also serves as notice of the termination of employment. The appointment is discontinued unless notified otherwise.

UW-Madison

None stated.

9. Professional Development

UMD

None stated.

UCLA

None stated.

UNC-Chapel Hill

None stated.

Virginia Tech

None stated.

UW-Madison

Sabbaticals would be too expensive. It is recommended instead a temporary reassignment of duties for instructional academic staff to enable the sufficient time for instruction enhancement, courses and curriculum development, or course redesign.

10. Governance

UMD

Participation. Each department or unit should make every effort to integrate FTNON-TENURE-TRACK FACULTY and PTNON-TENURE-TRACK FACULTY faculty members into the scholarly, intellectual and academic life of the department or unit, and institution. Departments are encouraged to have policies aimed toward this integration.

Shared Governance. All FTNON-TENURE-TRACK FACULTY and PTNON-TENURE-TRACK FACULTY faculty members should be informed of the procedures and calendar for the election of their representatives to the University Senate.

UCLA

None stated.

UNC-Chapel Hill

Fixed-term faculty can vote if no less than 75% of an equivalent FT position, their duties include teaching, research, or both; and the actual or anticipated length in the position is at least three years.

Participation in the Faculty Council (*the equivalent of UMD Senate*). One representative for each 42 members of the voting faculty. In divisions either two or more representatives are chosen on the basis of proportional representation of (1) professors, associate and assistant professors with permanent tenure, and librarians and (2) all other ranks. Elected members of the Council serve for terms of three years and are not eligible for election more than twice in any period of seven years.

Virginia Tech

Faculty at the rank of instructors are eligible to serve as voting members of the Faculty Senate. They should have meaningful engagement in program planning at the department level. Cannot vote in cases of promotion and tenure. *Observation: no formula is given for instructors' representation; it would seem they represent themselves through one person-one vote.*

Instructors may serve on graduate advisory committees and interact with graduate students and interns where relevant to their assignment and with the approval of the departmental

graduate program, department head or chair, and graduate school. They may not chair a graduate committee.

Instructors may serve as a principal investigator for a sponsored project or contract with the approval of the department chair, the dean, and the Office of the Vice President for Research.

UW-Madison

Faculty includes instructors with at least a one-half time appointment.

Faculty is divided into electoral districts. Each department having ten or more faculty members constitutes a district. Each district is entitled to elect from among its members one senator for each ten voters.

Appendix B

Results of the Working Group's Interviews with Lecturers, Instructors, and Research Scientists

Our findings are presented in terms of categories we deem essential to our evaluation. We begin with a discussion of job classifications and then move to contracts, salaries, health benefits, workloads and responsibilities, physical working conditions, professional development, evaluation practices, and participation in governance.

Job Classification

There was considerable ambiguity in the name of the position; some units use the term instructor, while others use lecturer; in two cases the categories “visiting lecturer” and “adjunct lecturer” were utilized. In one instance, the person was initially hired as “visiting assistant professor” and then re-appointed as lecturer. For simplification purposes only, we will refer to both lecturers and instructors as lecturers. Overall, respondents had very little familiarity with the *UMD Faculty Handbook* as a source of information regarding their position and responsibilities.

Contracts

In some units most lecturers work with one-year renewable contracts, but in other units it is common to work with one-semester contracts. Often, contracts are not signed until the last minute (most often a month before their courses begin), a convenience for the unit but a practice that creates hardship among the lecturers. This is especially true of summer teaching, when it is important for them to retain health benefits (in those cases where they qualify for health benefits). There were several instances of lecturers working on three-year contracts, but there were also individuals who have worked for three, four, even eight years and always under annual contracts. It was unclear to most of the lecturers if they could negotiate the length of the contract. We found one instance in which the lecturer had been moved from one-year contracts to being hired on a semester basis.

Several reported last-minute changes in their contract. For instance, one lecturer said, “I was on a 12-month contract and was told that I would have to go back to a 9-month contract. I wasn’t bothered by this because I had wanted to change anyway, but they changed my salary to a level lower than was I was hired at. This I think is again completely unfair but there is no one to intercede.” In another instance, a contract that included teaching two courses and supervising eight students, with an increase of \$4,000, was modified by a superior saying that it had been a mistake as there were no students to supervise and that an additional course had to be taught. The final contract, signed at the end of July, was for teaching three courses and supervising two students, at the same salary the lecturer had with her old contract. A third lecturer reported being told she had to teach off-campus just as the spring semester was to start.

There was great variability in the definitions of part-time and full-time status. Full-time is determined on the basis of the number of courses, but the required number of courses varies across departments. In one department teaching three courses a semester is considered part-time; in another, one class with 150 students is considered part-time. In another department, teaching

half-time is defined as teaching two courses during two consecutive semesters; in this particular case, since the lecturers are hired for one semester at a time, many lecturers are prevented from having access to health benefits. In general, it appears that most lecturers must teach at least two courses per semester to receive health insurance.

In general, lecturers feel that appointment by semester is a poor practice that not only weakens needed job security but also blocks them from access to health insurance. Summarizing their status, one lecturer said: “I have no idea what will happen in the fall semester.”

Salaries

Many of the respondents argued that the criteria for salaries were unclear. In general, however, they felt very strongly that they were poorly paid given their backgrounds and the effort put into their classes. One lecturer put it this way: “Many of us are training students to be professionals in our field who will be starting at salaries with a bachelor’s degree that are very close to or more than our own salaries. I taught at a school with my master’s degree and earned \$20,000 more than I do now with an Ivy League doctorate ... and five years of experience teaching at the college level as well as 14 years in the public schools.”

Salary increases tend to be rare and small. One respondent reported an increase of \$3,000 over several years; another reported an increase of \$500 when she moved from teaching two courses to three. Another lecturer reported having received regular increases over the nine years in his position. In a number of cases, salaries had not changed in several years, ranging from three years to nine years. One individual, however, said that while there are no merit increases, there had been increases for the cost of living every year. Merit pay was reported in only one instance. One lecturer observed, “If you do a good job, you don’t get fired—that’s your merit pay.”

As a whole, lecturers feel they are paid much less than regular faculty and that they are underpaid for the work they do. Comparing themselves to assistant professors, lecturers observe that the latter earn \$25,000 more than lecturers. One lecturer stated: “I earn \$14,000 for four courses a year. I am not suggesting that I earn as much as [a] professor. I am suggesting a living wage. I am taking loans to cover my living expenditures.”

Regarding the divergence between performance of duties and remuneration, one lecturer who works in the social sciences was adamant: “[The situation of job dissatisfaction] *is not a product of miscommunication*. I know what I’m being offered. I understand that the job is for a year with no guarantees [of renewal]. Is this an argument (take it or leave it) also given to those in the sciences/engineering? But you are taking advantage of me because I have no options. This is a cynical view of the university as a working space.”

There were some instances in which the lecturers were also graduate students. They noted that losing their GA to become a part-time lecturer meant the loss of health benefits and tuition remission, requiring them to pay \$1,400 per semester to maintain their student status and amounting, de facto, to a salary reduction. GAs are FICA exempt, but all lecturers pay FICA; this creates a further decrease in their salaries.

Health Benefits

As noted earlier, standard health benefits are granted to all lecturers working on at least a half-time basis; the problem is the definition of half-time. The prevailing practice of hiring on a semester basis bars many half-time lecturers from receiving benefits.

Work Loads and Responsibilities

The number of courses lecturers teach varies a great deal. In one unit, they teach between five and six courses per year, with enrollments ranging from 40 to 400, and often with 250 students per class. In other units enrollment is about 60 students per course, or 180 students per week. In the social sciences, the latter load was considered high; one of the lecturers with such a load who teaches both lower- and upper-division courses, stated: “All exams are multiple choice. Irony: you have people who want to teach and you create a situation that does not allow them to teach well.” Echoing this view, another lecturer said: “I give no written/essay assignments. Were I to give a five-page essay I would have to read 300 pages per class. I could not give detailed feedback. So I use Scantrons and memorization.” A third lecturer, with about 175 students per semester, felt this is a reasonable load, but added that students do not get individual attention. She mentioned that in previous occasions she had the assistance of TAs to help in the discussion sessions, but now—because of budget problems—there are fewer TAs. In one instance, the lecturer had taught 100 students with no TA.

There were complaints about workloads having changed after a contract was signed. In one instance, a lecturer felt forced to teach courses he/she was “not comfortable teaching.”

Most of the lecturers advise students. This is typically done informally and it is not an explicit contract component. In addition, they take on other responsibilities such as helping students with applications for graduate study, writing letters of recommendation, answering e-mails ranging from career choices to personal issues, assisting graduate students in developing their dissertation proposals, and writing and grading comprehensive exams. Some lecturers, in addition to their teaching responsibilities, plan department events, coordinate outreach programs, run technology labs, and serve as financial managers. In some cases, having office hours is formally part of the contract. In two units, it is one hour per class session.

A few lecturers have been asked to participate in either departmental committees or college committees. Most lecturers do not participate in such committees, some because they do not have time and others because they feel, or have been explicitly told, they are not welcome.

Physical Working Conditions

Most lecturers we interviewed have an office on campus. Their office space was described as ranging from small to very small. Most of the time, this is a space they share with other lecturers. In a few instances, lecturers use a temporary space, vacant until a new faculty member is assigned to it.

Many lecturers have very limited administrative support. They often do their own copying and other administrative tasks. Some feel they have access to all the equipment they need; others rely on their own computers. One lecturer mentioned that his computer account (through Novell) has very limited storage space, which makes file storage problematic.

While there are official policies to support tenured and tenure track faculty who are new parents (e.g., course buyouts that can be used for maternity leave and opportunities for reduced workload), there do not seem to be any similar policies to support non tenured/tenured track faculty.

Professional Development

Most lecturers do not participate in professional development. Funding for attending conferences is available for regular faculty and, on competitive bases for graduate students in all departments. In one unit there is funding for conferences in the spring for lecturers (\$500 per person); however, lecturers cannot always apply because they do not know if they will have a contract during the spring.

There is a widespread feeling that it is difficult for lecturers to stay current in the field because of lack of support to present their research at conferences, to apply for research grants, or even to conduct their own research. One lecturer mentioned that she received funding for attending a conference only once in her eight years of work. Several observed they had no time for professional development given their teaching assignments and the difficulty in leaving classes in the middle of the semester. As a result, they feel they will not be in a competitive position when they leave the University.

A few lecturers reported that there was an expectation (stated but not written) that they should publish and obtain grants. One stated: "I have been asked on many occasions when I will publish from my dissertation and that I need to apply for grants. I was told by a department chair that my position was in jeopardy because I do not bring in grant money, though neither is in my contract. Many of us do [research] at our own expense and at the expense of our own time while teaching overloads." The experience of another lecturer was different and yet the commitment to research similar: "The university says that lecturers don't have to do any research to maintain their jobs but because I consider myself a professional that one day will get an academic job, I have to continue to do research. There has to be a balance between teaching and research. That strengthens our teaching task. Otherwise it is no good for me, the students, or the university."

One issue of particular concern for many lecturers is their perception that they have no status in their departments. They feel that they do "an enormous amount of valuable teaching, program activities, supervising, and University-community partnership-building work" and yet many faculty members do not acknowledge this contribution sufficiently.

Evaluation Practices

Regarding evaluation of teaching practices, such procedures seem to be infrequent and ad hoc. The most common appraisal is that derived from student evaluations. In a few cases, faculty

members observe classes given by lecturers but feedback is rarely offered. Such evaluations are not grounds for conversations with department chairs, so “no oversight as long as there are no complaints.”

Participation in Governance

Many lecturers believe they are not welcome to participate in department or college meetings. Most do not have the right to vote on department or college issues. Some feel they do not have a voice: One lecturer, serving in that position for nine years, said: “I have never been aware that there is shared governance. How can I make a demand from my position? I have no political voice.” A similar comment was made by a lecturer who has been in that position for three years: “I am aware I can go to meetings. Governance moves too slowly. I don’t feel welcome in faculty meetings.... I don’t want to create an opposition environment with someone I work with.”

One lecturer linked her half-time status to a lack of academic freedom. She explained: “One of the primary purposes of tenure was to protect academic freedom. As a lecturer with no tenure, you have to be much more conscious of what you say in class. Academicians can complain if their freedoms are curtailed; as a lecturer, I have no recourse. Without job security you cannot do that.” A few lecturers, however, stated that in their departments lecturers are considered faculty and so they go to committee meetings and participate in decisions.

It was frequently remarked that, at present, there is just one campus Senate seat reserved for a full-time lecturer representative and another for part-time. There was a shared feeling among lecturers that their campus senate representation is small given the large number of lecturers on campus (as Table 1 shows, these two senators represent 860 lecturers). One of the lecturers in the study observed that while he could not participate in certain activities of his department because, “they told me I didn’t have a stake in the life of the department,” he had served in the campus senate as a lecturer representative.

Memo

To: Glen Fuhrmeister, Coordinator, UMD Senate Office

From: Diane Krejsa

Re: Faculty Affairs Committee: Lecturer/Instructor & Research Faculty Working Group

Date: November 15, 2010

You have asked whether the policies listed below are applicable to faculty ***other than tenured and tenure-track faculty, specifically lecturers/instructors and research faculty***. My summary answers below are worded to answer this question. The policies listed include Board of Regents policies (denoted simply by a roman numeral and number) and related University of Maryland Policies or Procedures (denoted by a roman numeral and number, followed by a parenthetical letter). Some of the policies include specific eligibility statements. Others are applicable only to instructional faculty, which may include lecturers and instructors, but not researchers. Please do not hesitate to contact me if you have any questions or concerns.

II-1.00(E)

USM II-1.00 at II.C.7(i) provides that each institution shall establish its own guidelines and procedures for awarding the title of “Distinguished University Professor.” The UM Policy provides that the title is conferred only by the President and should be bestowed on a limited number of faculty. The criteria state that the faculty member must hold the rank of Full Professor. As such it is inapplicable to lecturers/instructors or research faculty.

II-1.00(F)

This policy is only applicable to instructional faculty. It applies to both full-time and part-time lecturers and instructors. It does not apply to research faculty (unless they also have instructional duties).

II-1.02(A)

This policy is required by USM II-1.02 which, by its terms, expressly applies only to tenure and tenure-track appointments. It does not apply to lecturers/instructors or research faculty.

II-1.03 (excluding section 3(e) and 3(f))

Faculty holding concurrent administrative appointments are generally tenured or tenure-track faculty. (Faculty holding concurrent administrative appointments, e.g., Chair, Dean, are part of the promotion and tenure review process and provide a recommendation independent of the faculty committee at that level.) While this BOR policy is silent on this issue, it is not likely that it applies to lecturers, instructors or research faculty as applied at College Park.

II-1.05

By its terms this BOR policy applies only to full-time instructional faculty who are neither tenured nor eligible for tenure. It applies to lecturers and instructors. It does not apply to research faculty (unless they also have instructional duties).

II-1.06

By its terms this BOR policy applies only to part-time instructional faculty who are neither tenured nor eligible for tenure. It applies to lecturers and instructors. (See the faculty ranks listed in section IV.) It does not apply to research faculty (unless they also have instructional duties.)

II-1.20

This BOR policy requires each institution to establish policies and procedures for a periodic evaluation of the performance of its faculty members consistent with its mission and goals. It is within the discretion of each institution to determine which faculty are evaluated and why.

II-1.20(A)

By its terms, this policy applies to tenured faculty and instructors and lecturers with job security. It does not apply to lecturers/ instructors or research faculty who do not have job security.

II-1.21

This BOR policy provides that the Chancellor shall develop guidelines and include salary ranges for each institutional faculty rank. The salary guidelines issued by the Chancellor's Office on an annual basis no longer provide minimums and maximums for faculty salaries by rank. The Division of Academic Affairs at UM has developed its own annual faculty salary guidelines, which include lecturer/instructor ranks and research faculty.

II-1.22

This BOR policy applies to all faculty appointments, including lecturers/instructors and research faculty.

II-1.22(A)

This policy applies to all faculty appointments, including lecturers/instructors and research faculty.

II-1.25

This BOR policy applies to the individuals listed in Section II, including full-time lecturers/instructors and research faculty.

II-2.20

This BOR policy applies to eligible faculty as defined in paragraph 1 (faculty employed on a continuing or term contract for at least two semesters or twelve months prior to the beginning of the proposed leave, with the expectation of continued employment upon the end of the leave without pay period). This would include eligible lecturers/instructors and research faculty.

II-2.20(A)

This policy applies to faculty who are eligible as defined in B(1) and (2), including lecturers/instructors and research faculty.

II-2.30

This BOR policy applies only to instructional faculty who are appointed for at least one semester, including lecturers/instructors. It does not apply to research faculty.

II-2.30(A)

This policy applies only to instructional faculty who are appointed for at least one semester, including lecturers/instructors. It does not apply to research faculty.

II-2.30(B)

This policy applies to non-tenured and non-tenure-track faculty, including lecturers/instructors and research faculty who are employed at least 50% PT and who are eligible for sick leave benefits.

II-2.30(C)

This policy applies to non-tenured and non-tenure-track faculty, including lecturers/instructors and research faculty.

II-2.30(D)

This policy applies to non-tenured and non-tenure-track faculty, including lecturers/instructors and research faculty who are eligible for sick leave benefits.

II-2.31(A)

This policy applies to non-tenured and non-tenure-track faculty, including lecturers/instructors and research faculty, provided they meet the eligibility criteria set forth in Section 1.

II-2.40

This BOR policy applies to non-tenured and non-tenure-track faculty, including lecturers/instructors and research faculty, provided the faculty meet the eligibility criteria set forth in either Section I, II or III. Faculty serving on contracts of less than 10 months are not entitled to earn annual leave.

II-2.50

This BOR policy applies to non-tenured and non-tenure-track faculty, including lecturers/instructors and research faculty.

III-3.00

This BOR policy is not clear in its applicability to non-tenured and non-tenure-track faculty. My reading is that non-tenured and non-tenure-track faculty, including lecturers/instructors and research faculty, have a role, but that tenured faculty and faculty with permanent status may have a greater advisory role.

II-3.10

This BOR policy expressly applies to all faculty, including non-tenured and non-tenure-track faculty (e.g., lecturers/instructors and research faculty). See Section II.A. By explicit reference, see Section II.A., some sections of the policy apply only to full-time faculty members, including full-time non-tenured and non-tenure-track faculty (e.g., full-time lecturers/instructors and research faculty). See Sections III and IV.B.

II-3.10(A)

This policy applies to non-tenured and non-tenure-track faculty, including lecturers/instructors and research faculty.

II-3.10(B)

This policy applies to non-tenured and non-tenure-track faculty, including lecturers/instructors and research faculty.

II-3.20

This BOR policy is redundant. BOR II-3.10 at Section IV. B. says the same thing. This policy applies to all full-time faculty, including lecturers/instructors and research faculty.

II-4.00

This BOR policy applies to any faculty member holding a recognized faculty rank, regardless of tenure status or percent time of employment, including lecturers/instructors and research faculty.

II-4.00(A)

This policy applies to “all persons with faculty status irrespective of their administrative duties or assignments at the time of the action or inaction prompting the grievance. The faculty members covered by the Grievance Procedures are all those whose titles are in the University of Maryland Policy on Appointment, Promotion and Tenure Policy II-1.00(A) part I and in the University System Policy II-1.00, whether the person is full-time or part-time, as long as the faculty appointment is the person’s primary position at the University of Maryland.” As such, the policy applies to lecturers/instructors and research faculty “as long as the faculty appointment is the person’s primary position at the University of Maryland.”

Note: The last 3 policies listed are in a different category entirely. If there is a question as to the scope of the charge from the Executive Committee, I suggest that it would be appropriate to omit these 3 policies from the current review.

II-8.00

This policy applies to non-tenured and non-tenure-track faculty, including lecturers/instructors and research faculty.

II-8.00(A)

This policy applies to non-tenured and non-tenure-track faculty, including lecturers/instructors and research faculty. The applicability of certain provisions of the policy vary according to faculty status at the time notice of termination is given. See, e.g., paragraph 8(a) (non-tenure-track faculty including lecturers/instructors and research faculty shall be given written notice of up to one year but not less than 30 days prior to the date of termination of the appointment); paragraph 8(c) (lecturers/instructors with permanent status or job security shall be given written notice of termination of at least one year prior to the date of termination of the appointment).

II-8.00(B)

This policy applies to non-tenured and non-tenure-track faculty, including lecturers/instructors and research faculty. See Section I, paragraph 6; Section IV, paragraph 3.



University Senate CHARGE

Date:	September 1, 2010
To:	Robert Schwab Chair, Faculty Affairs Committee
From:	Linda Mabbs Chair, University Senate
Subject:	University Policies Related to Lecturers/Instructors & Research Faculty
Senate Document #:	10-11-04
Deadline:	December 1, 2010

The Senate Executive Committee (SEC) requests that the Faculty Affairs Committee review the attached proposal regarding policies for lecturers/instructors and research faculty at the University of Maryland.

The SEC feels that a preliminary evaluation will help determine whether there are areas of concern. Therefore, we ask that the Faculty Affairs Committee review the existing policies and comment on whether they are appropriate.

Specifically, we ask that you:

1. Review any existing University policies related to these constituencies including II-1.00(F) UNIVERSITY OF MARYLAND POLICY ON FULL-TIME and PART-TIME NON-TENURE TRACK INSTRUCTIONAL FACULTY.
2. Compare our existing policies to those at our peer institutions.
3. Comment on whether there are any areas of concern that should be reevaluated.

We ask that you submit your report and recommendations to the Senate Office no later than December 1, 2010. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.

**Recommendation to Senate-Faculty Affairs Committee:
Create a committee or task force to do research on how to improve employment
conditions for full time Lecturers at the University of Maryland**

By Boden Sandstrom, Lecturer, School of Music

I. Areas to Research

1. Salaries

Base salary – how determined

Policy on raises – how often and by how much

System of merit raises – not included in current policy that was just passed

2. Description of Responsibilities

Teaching load

Other responsibilities

3. Research and Travel Grants (tenured and tenure-track faculty)

Study Abroad Course Development Grant (Office of International Programs)

International Travel Grant (Office of International Programs)

Research and Scholarship Awards (RASA)

Department travel funds to conferences (available to lecturers – dept. decision)

II. Reasons why research needed

1. Salaries

Adequate compensation for contributions to University

Advancement in profession

Reward for service to University and Department community

Serving on or chairing University, Department or Student committees

Innovation in Departments

To achieve above, many lecturers take on overloads

2. Description of responsibilities

Base salary agrees with work load

What is standard load for lecturers?

3. Research and Travel Grants

Improve teaching and advising

By doing research and publishing

By staying current in field

Be able to create Study Abroad Courses*

*This year I created 2 without benefit of travel grant: Balinese Performing Arts & Culture: Music, Dance and Puppetry and Manding Drumming & Culture in West Africa to Senegal



University Senate TRANSMITTAL FORM

Senate Document #:	09-10-39
PCC ID #:	N/A
Title:	Report of the Task Force on Age-Related Faculty Issues
Presenter:	James Gilbert, Chair of the Joint Provost/Senate Task Force on Age-Related Faculty Issues
Date of SEC Review:	March 15, 2011
Date of Senate Review:	April 7, 2011
Voting (highlight one):	<ol style="list-style-type: none"> 1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	<p>During the 2009-2010 academic year, the Senate's Faculty Affairs Committee raised the issue of an aging faculty population at the University of Maryland. The Senate Executive Committee (SEC) and the Provost created the Joint Task Force on Age-Related Faculty Issues in response to their concerns.</p> <p>The Task Force was asked to review issues related to aging faculty such as rates of retirement, age comparisons with peer institutions, the impact of an aging faculty on the University's core missions and its ability to hire new faculty, and accommodations. They were also asked to review issues related to emeritus faculty such as the costs and benefits of an increase of emeritus faculty, roles that they can play in the University's core mission and strategic plan goals, and how we can re-engage them and support their activities.</p>
Relevant Policy # & URL:	N/A
Recommendation:	<ol style="list-style-type: none"> 1. The University should create a coordinated system of information about the retirement process for faculty at all career levels. <ol style="list-style-type: none"> a. Chairs and Deans should meet periodically to share information with each other about retirement, procedures, and best practices

	<p>relating to faculty.</p> <ul style="list-style-type: none"> b. The University should create seminars, workshops, and information focused on faculty and their specific retirement issues. Deans and chairs are encouraged to arrange periodic retirement presentations for their faculty through the Benefits Office. c. The Benefits Office should develop simple checklists, appropriate for each retirement plan, with procedures detailing the steps toward retirement. It should be made available to every faculty member who is contemplating retirement. d. The University should increase the staff in the Benefits Office who specialize in faculty retirement either through reorganization or with added personnel. <ol style="list-style-type: none"> 2. The Office of the Provost should appoint a part-time individual to advise faculty on retirement as well as act as an advocate and community organizer for emeriti. 3. We encourage faculty who are considering retirement to discuss proposals with Department Chairs and Deans regarding how they might "gear down" towards retirement. 4. The University should clearly communicate its policies surrounding retirement and the impact of the departure of a faculty member to all department chairs and administrators. Deans should make these policies and their financial implications clear to their chairs. 5. The University should be sensitive to the physical needs of aging faculty and continue its efforts to make the campus accessible. 6. The University should provide space for emeritus faculty to continue their work and interact with both current and emeritus faculty.
Committee Work:	Provost Farvardin and Senate Chair Mabbs charged the Task Force on September 1, 2010.

	<p>On October 7, 2010, the Task Force met with Susan Bayly, General Counsel, University Legal Office who advised on retirement policies and legal parameters on the topic.</p> <p>The Task Force created a survey for all emeritus faculty who had retired within the last five years. This survey was distributed in October 2010.</p> <p>On October 18, 2010, the Task Force met with Dave Rieger, Assistant Director of University Human Resources, to discuss the current retirement process. They also agreed to break into subgroups to conduct interviews of Deans/Administrators through November 2011. A list of standard questions for each interview was also compiled.</p> <p>On December 2, 2010, subgroups reported back to the full task force on their findings from their individual interviews. The task force also reviewed the results from the survey of emeritus faculty.</p> <p>On December 17, 2010, the Task Force met with Provost Farvardin to get his perspective on the data they had collected thus far.</p> <p>On February 7, 2011, the Task Force discussed the Draft report and revised the document.</p> <p>On February 24, 2011, the Task Force vote unanimously in favor of the final report.</p>
Alternatives:	The current practices could remain the same.
Risks:	The University could miss an opportunity to re-engage a valuable asset in our emeritus faculty and fail to appropriately educate those aging faculty that are considering retirement on the process and options available to them.
Financial Implications:	There are financial implications in our recommendations. Specifically, there would be the added resources required for an additional staff member in the Benefits Office and the part-time individual in the Faculty Affairs Office.
Further Approvals Required:	Presidential Approval

REPORT OF THE TASK FORCE ON AGE-RELATED FACULTY ISSUES FEBRUARY 24, 2011

Background

During the 2009-2010 academic year, the Senate's Faculty Affairs Committee raised the issue of an aging faculty population at the University as well as issues related to emeritus faculty. The Senate Executive Committee and Provost Farvardin agreed that the issue should be looked into further and formed the task force to address these concerns in the summer of 2010. The task force was appointed and charged jointly by Provost Farvardin and Senate Chair Mabbs on August 1, 2010. (Appendix 1)

Committee Membership

Professor James Gilbert, Distinguished University Professor Emeritus, Chair
Professor Gilad Chen, Robert H. Smith, School of Business
Professor Bonnie Thornton Dill, Chair, Department of Women's Studies
Professor Arthur N. Popper, Department of Biology
Professor Ellin Scholnick, Department of Psychology, Former Associate Provost
for Faculty Affairs, Emerita, and University of Maryland Faculty
Ombudsperson
Professor Ichiro Takeuchi, Department of Materials Science & Engineering
Professor Stephen J. Wallace, Professor Emeritus & Research Professor,
Department of Physics
Professor Laura B. Wilson, Chair, Department of Health Sciences Administration
and Director of the Center on Aging

Task Force Work

The Task Force on Age-Related Faculty Issues at the University of Maryland met several times as a body during the fall semester of 2010 and spring semester of 2011. As a body of the whole, the task force interviewed Nariman Farvardin, Senior Vice President and Provost, Susan Bayly, University of Maryland General Counsel, and David Rieger, Assistant Director of University Human Resources. Several subcommittees interviewed Deans and selected Chairs and reported back to the full Task Force.

In addition, the Task Force undertook two research projects. The first is an age-profile of Tenure-Track and other faculty by rank over time at the University of Maryland. With a starting point of 1980, and continuing to 1992, 2000, and 2010, these figures reveal a rising age profile of tenure-track professors at all ranks, but especially for full professors. (Appendix 2)

The Task Force also conducted an extensive questionnaire-survey of recently retired University of Maryland faculty which focused on three areas: self-reported productivity during the years prior to retirement; the process of retirement; and activities since retirement with an emphasis on how Emeriti¹ might wish to participate in University life in the future. (Appendix 3)

General Observations

From our age-rank related survey we were able to chart the aging of the tenured work force at the University of Maryland. This coincides with similar studies done at similar research institutions such as the University of Wisconsin (Appendix 4) and the University of North Carolina, Chapel Hill.² There is reason to believe that this pattern also extends to other major research institutions.

At Maryland, in the fall of 1980, the average age of Professors was 51 years; by 2010, the average age was 59 with a higher percentage of total tenured faculty at this rank. The average age of Associate Professors went from 45 in 1980 to 50 in 2010, while the average age of Assistant professors went from 36.3 to 39. This does not mean that students encounter only these age profiles in courses. To the contrary, the number of non-tenured, full-time instructors, lecturers, research assistants, etc. has increased since 1980 and they tend, upon average, to be younger than tenure/tenure-track faculty. Instruction by part-time faculty over this period has also increased. The fundamental conclusion to be drawn from this survey is that the tenured faculty at the University of Maryland have a rising age profile, while part-time employees are younger, in effect, creating a tenured gerontocracy.

One reason for this aging faculty profile is the later age at initial appointment due to post-doctoral positions or later age in attaining the Ph.D. in many (though not all) disciplines, but this is clearly not the only explanation. It may also be the case that departments wish to hire more established, and therefore older, scholars. It is also probable that senior faculty wish to or (because of the current economic squeeze on pensions) believe that they must work to accumulate more money for retirement. With the rising average life span and vigor of older Americans, this is a phenomenon that characterizes other professions as well.

The Role of Pensions

There are two fundamentally different pension systems available to faculty at the University and these potentially have a profound effect upon length of service. The defined benefit program (the state-run retirement system) exists in two

¹Throughout this report, we refer to the masculine plural, Emeriti because Latin does not have a gender-neutral form.

² See Piper Fogg, "Advancing in Age," *Chronicle of Higher Education* (June 3, 2005). This article demonstrates the rising age profile ACROSS the North Carolina University System.

forms. There is the old state system (not available after 1976) that still includes a significant, although diminishing, number of participants. It pays a particularly high pension rate, but is no longer available to new faculty. New faculty may enroll in the second state-run retirement system. It is less generous in its benefits than the old state system.

The second pension system is the Defined Contribution System, which is used by a large majority of faculty (approximately 90%) entering the University after 1980. (Appendix 6) This includes TIAA-CREF and similar private investment programs and is based upon matching contributions from the individual faculty members and the State to one or another of these private accounts. The amount of yearly retirement income is thus generally linked to minimal withdrawals mandated by the Federal Government or to some other program of systematic withdrawals and/or annuities decided upon by the pension recipient. A dramatic rise or fall in the general value of the total holdings in such accounts (based upon stock market variations) can seriously impact anticipated yearly income and, in fact, may determine the decision to retire or not. Thus the steep rise in the average age of professors between 2000 and 2010 may well reflect the abysmal performance of the stock market in 2007-2008.

It is clear that pensions and considerations of retirement health-insurance issues have had an effect upon decisions to retire. It appears to be the case that as uncertainty grows about retirement income and health insurance, the greater is the reluctance of faculty to leave full-time tenured, employment. This is particularly exacerbated by the difficulty of faculty to find reliable, accessible information and advice prior to their decision to retire.

Is Age a Problem?

The Task Force did not begin its research and discussions with any preconceived ideas or a consensus about age and its effects on the University of Maryland. Indeed, we did not initially appreciate the degree to which the average age of tenure-track faculty had increased over the last 30 years (about 14% for full professors). Two very important pieces of Federal legislation control and limit the ability of the University and the State to set age limits to employment or initiate the retirement process. The first of these is the Age Discrimination in Employment Act of 1967 as amended and extended in 1994, which banned mandatory retirement in academic (as well as other) institutions. This legislation effectively means that the individual faculty member, not the administration or college or department, determines when, and under what circumstances, he or she will retire.

The second legislative restriction is Title I of the Americans with Disabilities Act (as well as the Family and Medical Leave Act). This legislation provides a framework of rights for older or disabled faculty whose universities must supply appropriate means for them to continue work as long as they perform

adequately. Thus wheel chair entrances to buildings with steps, van services, and other means to help such faculty are required and cannot be used to discourage a faculty member from continuing his or her tenure. (See Appendix 5 for a description of University policy on disabled faculty.)

The result of our Emeriti-Survey and interviews with Deans and Department Chairs has provided interesting, although self-reported and informal information about the effects of aging on faculty performance at the University of Maryland. From this we made several observations:

- a. Those with a broader purview of the University, such as deans and chairs, reported that there were serious problems with a small number of aging faculty who were not performing adequately.
- b. On the other hand, some chairs tended to view their older faculty from different perspective than the deans. Thus, there were some differences between the perspectives of various levels of administration, perhaps because chairs were so obviously committed to preserving lines and positions in times of tight budgets. Retirement threatens such continuities, partly due to various rules in colleges about whether a department could retain all or part of the line, and partly because retirements have been used to pay for University-mandated hard-budget yearly assessments. In small departments this seemed to be a greater problem than in those with larger budgets. In other words retirement is for many departments a complicated, uncertain, and crucial time for planning.
- c. Quite clearly, whatever the value of older, established faculty (and this is considerable), the effect of an aging faculty is potentially to slow the infusion of new perspectives and techniques. Some Chairs, although happy to retain older faculty and the reputations they bring, were visibly enthusiastic about the prospect of new appointments and believed that without such infusions of new faculty, their departments lacked the ability to respond to new currents in student demands or changes in their fields because of lack of turn-over.
- d. The results of our survey of Emeriti were particularly revealing about the issues of productivity, teaching, and general activity during the later years of employment. Of course, these results are also informal because they were both anonymous and voluntary, but they do reveal that, in general, faculty prior to retirement ranged broadly in terms of self-assessment. (Appendix 4)

i: Results of Emeriti Survey

Among the most important results of our survey were the self-reported financial considerations influencing retirement. About 40% of respondents said that finances were of little or no influence, about 33% considered it a factor, and 28% considered them a large factor. (The surveyed group was still heavily invested in the old state system, a situation that will change rapidly in the future,

perhaps making financial considerations more important.)

Some retirees arranged some sort of phased or partial retirement as a step to final separation, with 19% going on part-time for some portion of their final years. These arrangements were entirely based upon individual negotiations with chairs, deans, and university administrators because the University has no general policy or program of phased retirement.

A majority of the retirees believed that they received adequate help from the Benefits Office and various deans and chairs. At the same time, many retirees believed that retirement planning and options could be substantially improved. One final opinion, expressed by a minority of retired faculty focused on the lack of a regularized procedure for retiring: easy access to information and a checklist of steps towards retirement.

Perhaps most revealing are self-reported campus and professional activities during the last years at Maryland and into retirement. About 25% of the retirees reported that they diminished their output in terms of scholarship and teaching. About 46% reported that their productivity remained consistent, while the remainder, about 30%, estimated that they have become somewhat or considerably more productive. Even among retirees, about 30% continued to maintain a relatively high level of scholarly productivity.

One serious conclusion of the survey touches the relationship between Emeriti and the University. It is evident from our findings that many retired professors who remain in the Washington area would like to continue to participate, in some fashion, in campus intellectual life, but at present have no means to do so. Whether as mentors, tutors, advisors, or in some other capacity working with students and former colleagues, Emeriti were ready to volunteer their services but had, as yet, not found the means to do this. While many (about one-third) continue to have some formal employment arrangement at the University, a far larger contingent would participate if given the opportunity.

ii. Restrictions on our Recommendations

The Task Force, much as it would like to change State Retirement Policy or improve pension plans and increase contributions, cannot act in these areas nor can it affect the way the market increasingly impacts upon defined contribution retirement plans. The Federal laws governing retirement, which place the decision clearly into the hands of the faculty member, are beyond our purview. Nor can the Task Force make anything more than a general assessment of the effects of an increasingly aging faculty on the lack of mobility and change of personnel.

If the Task Force could, we would recommend that the State contribution to the Optional Retirement Program be comparable to the State Retirement

System and more in line with our peer institutions. There are restrictions to what the University is allowed to do when a faculty member retires or to prompt retirement such as providing incentives or promising re-employment. However, there is much that can be done both to improve the retirement process and planning for retirement, and foster activities after retirement that will both help the institution and the many faculty who retire or are planning to retire each year.

Conclusions

One universal finding in our discussions with administrators, deans and chairs, was the need for better and more coordinated knowledge and information about the retirement process. This needs to be available to new faculty who must choose a retirement plan by the initial date of employment (those who do not select a plan will be automatically placed in the State system and given a year to change if they choose), to mid-career faculty who are beginning to think about retirement, and those, older faculty on the verge of retiring. We believe that informing faculty of their retirement options and supporting them throughout the transition to retirement are important steps that should be taken. Faculty-specific seminars, administrative sessions for deans and chairs where best practices can be discussed, retirement presentations at departmental faculty meetings, a checklist of retirement procedures, the pairing of recently retired faculty with those in a similar pension plan considering retirement to informally answer practical questions, and increased staff support during the process are all possible solutions to this issue. (See Recommendation #1)

The situation of Emeriti vis-à-vis the University warrants a thorough reconsideration. This group currently represents a huge, untapped resource for the institution but there is currently no organized way to take advantage of it. We suggest the appointment of a part-time Emeriti Advocate in the Faculty Affairs Office. This person will be someone who can both advise faculty about issues of retirement as well as help create a community of Emeriti (an Emeritus Faculty Corps) and work on ways to bring them back onto campus in a variety of guises as mentors, tutors, advisors, etc. This position should be a part-time appointment but with an office on campus. This person should also be available in an informal advisory capacity on issues of retirement, health insurance, pension systems, and a general advocate of the interests of Emeriti. One of this individual's primary responsibilities should include maintaining a website that would act as a clearinghouse listing opportunities for engagement in activities on campus and help foster a social network. Another might be to act as an advocate for Emeriti Professors regarding issues of office space and other problems that may arise. (See Recommendation #2)

One major theme discovered through all of our interviews and research was that the University of Maryland has no coordinated plan for encouraging or managing retirements, and certainly nothing as elaborate as many of our peer institutions. In other words, the only planning is individual, and the institution

lacks any general policies, other than those determined by the State, toward encouraging and supporting the process of retirement. Many other universities offer some plan of phased or partial retirement for the final (often three) years of employment. We suggest that the University System and the State explore the possibility of offering similar programs within the constraints set by our tax code and health care systems. (See Recommendation #3)

The issues surrounding retirement and the impact of the departure of a faculty member should be clarified for department chairs and administrators. There is far too much confusion about the financial implications of a retirement and far too little ability to plan as a consequence. The deans and the Provost should make these policy implications clear to chairs. (See Recommendation #4)

The Task Force has already identified an increase in the age profile of the faculty population. This will result in new challenges for the University in order to accommodate older faculty. Accommodations should be made to increase accessibility for faculty with diminishing physical capability. (See Recommendation #5)

It is clear that emeriti faculty need a space to continue their work, collaborate with colleagues, and socialize with other faculty. The Task Force recommends the establishment of an Emeritus Lounge or meeting place, where former faculty members can socialize, exchange information, and meet with colleagues. Very often, retired faculty members have no office space or laboratory space and find themselves without a home on campus. This would help to remedy this problem. (See Recommendation #6)

Recommendations

1. The University should create a coordinated system of information about the retirement process for faculty at all career levels.
 - a. Chairs and Deans should meet periodically to share information with each other about retirement, procedures, and best practices relating to faculty.
 - b. The University should create seminars, workshops, and information focused solely on faculty and their specific retirement issues. Deans and chairs are encouraged to arrange periodic retirement presentations for their faculty through the Benefits Office.
 - c. The Benefits Office should develop simple checklists, appropriate for each retirement plan, with procedures detailing the steps toward retirement. It should be made available to every faculty member who is contemplating retirement. It should be made available to every faculty

member who is contemplating retirement.

- d. The University should increase the staff in the Benefits Office who specialize in faculty retirement either through reorganization or with added personnel.
2. The Office of the Provost should appoint a part-time individual to advise faculty on retirement as well as act as an advocate and community organizer for emeriti.
3. We encourage faculty who are considering retirement to discuss proposals with department chairs and deans regarding how they might "gear down" towards retirement.
4. The University should clearly communicate its policies surrounding retirement and the impact of the departure of a faculty member to all department chairs and administrators. Deans should make these policies and their financial implications clear to their chairs.
5. The University should be sensitive to the physical needs of aging faculty and continue its efforts to make the campus accessible.
6. The University should help deans and chairs provide space for emeritus faculty to continue their work and interact with both current and emeritus faculty.

Appendix 1 – Task Force Charge

Appendix 2 – Average Ages of All Maryland Faculty Over Time

Appendix 3 – Survey of Emeriti Conducted by the Task Force

Appendix 4 – University of Wisconsin Age Profile

Appendix 5 – Accessibility at the University of Maryland

Appendix 6 – Profile of Participation in University of Maryland Pension Plans



University Senate CHARGE

Date:	August 1, 2010
To:	James Gilbert Chair, Joint Provost/Senate Task Force on Age-Related Faculty Issues
From:	Nariman Farvardin, Senior Vice President for Academic Affairs & Provost Linda Mabbs, Chair, University Senate
Subject:	Impact of an Aging-Faculty Population on the University of Maryland
Senate Document #:	09-10-39
Deadline:	March 1, 2010

Provost Farvardin and the Senate Executive Committee (SEC) request that the Task Force on Age-Related Faculty Issues review concerns related to the increasing average age of tenured faculty at the University of Maryland

During the 2009-2010 academic year, the Senate's Faculty Affairs Committee raised the issue of an aging faculty population at the University (see attached report). They note that an incline could have a major impact on the University's academic and research missions. We ask that you review the impact of an aging faculty population on our institution and investigate how to engage our emeritus faculty as a valuable resource. Specifically, we would like you to review the following:

Issues Related to Aging Faculty:

1. Project possible overall rates of retirement over the next two decades and potential differences by discipline.
2. Analyze and compare the average age of our faculty with that of our peer institutions.
3. Review what impact an aging faculty will have on the University's core missions of teaching, mentoring, research, and service.
4. Review the impact of retirement rates on opportunities to hire new faculty and make suggestions on possible policy changes related to recruiting new faculty.

5. Consider whether the University needs to develop new accommodations for an aging faculty (i.e. handicap access, parking, etc.) and the approximate costs of such accommodations.

Issues Related to Emeritus Faculty:

1. Determine the “costs” and potential benefits of a rapid increase of emeritus faculty to the University.
2. Determine what beneficial roles emeritus faculty can play in the University’s core mission and strategic plan goals.
3. Determine what steps the University should take to engage its emeritus faculty.
4. Determine what services and support the University should provide to active emeritus faculty.

We ask that you submit your report and recommendations to the Senate Office no later than March 1, 2010. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.

Appendix 2 - Average Age of All Maryland Faculty Over Time

Mean Age of ALL FACULTY Over Time
(data for part-time faculty in 1980 are unavailable)

Term		Fall 1980		Fall 1992		Fall 2000		Fall 2010	
Full Time									
Empl Ind	Group of Appt Rank	count	Age	count	Age	count	Age	count	Age
Y	1. Professor	451	50.9	626	53.3	714	55.7	729	59.0
Y	2. Associate Professor	446	44.9	479	47.2	518	48.9	497	50.0
Y	3. Asst Professor	391	36.3	287	38.6	396	38.1	380	38.9
Y	4. Instructor	149	35.6	113	42.5	53	50.2	54	46.0
Y	5. Lecturer	68	35.1	52	44.6	178	43.7	260	48.5
Y	6. Rsch Assoc	15	39.4	184	38.1	240	37.9	498	35.5
Y	Other (librarian, acad admin, fac rest asst, asst instr...)	280	33.9	256	34.2	590	37.6	729	38.5
Y	subtotal	1800	41.6	1,997	45.0	2,689	45.3	3,147	45.6
N	1. Professor			41	60.1	70	60.8	94	66.6
N	2. Associate Professor			14	44.4	24	49.8	27	55.3
N	3. Asst Professor			9	45.6	17	47.9	18	44.7
N	4. Instructor			156	44.6	2	44.5	6	51.3
N	5. Lecturer			195	47.9	622	47.1	653	47.0
N	6. Rsch Assoc			44	41.8	47	48.6	58	44.1
N	Other (librarian, acad admin, fac rest asst, asst instr...)			80	36.9	132	39.8	120	41.6
N	subtotal			539	45.6	914	47.2	976	48.3
Grand									
Total				2,536	45.2	3,603	45.8	4,123	46.2

SURVEY OF EMERITI CONDUCTED BY THE TASK FORCE
(N=54)

1. WHO RESPONDED?¹

a. Year of Retirement

2010	15%
2009	24%
2008	28%
2007	28%
2006	2%
1978	2%
Unknown	2%

b. Rank at Retirement

DUP	4%	
Professor	67%	
Assoc. Prof.	22%	
Asst. Prof.		2%
Unknown	5%	

c. Tenure Home

AGNR	20%
ARCH	4%
ARHU	11%
BMGT	2%
BSOS	11%
CLFS	7%
CMPS	15%
EDUC	13%
ENGR	5%
HHP	2%
JOUR	2%
Unknown	7%

d. Residence

Local	80%
Not local	7%
Unknown	13%

e. Employed?

¹ Percentages may not add up to 100% due to rounding.

No	35%	
Elsewhere		13%
UM	35%	
Consult	15%	
Practice	2%	

f. Retirement system

TIAA or Valic	43%
New pension	9%
Old pension	46%
Unknown	1%

2. WHY PEOPLE RETIRE

Illness	7%	
Incentive	2%	
Pursue other interests	30%	
Financial reasons		13%
Diminishing satisfaction	24%	
Other job	6%	
Time had come	19%	

Financial considerations

Small or no influence	39%	
Somewhat		33%
Large factor	28%	

3. SELF-ASSESSED ACTIVITIES FOR 7 YEARS INCLUDING YEARS PRIOR TO RETIREMENT

Considerably less active in teaching and research	28%
Somewhat less active	30%
Maintained same level of activity	26%
Somewhat more active	15%
Considerably more active	2% ²

4. RETIREMENT ARRANGEMENTS

² These figures include activities during final years of employment as well as post-retirement.

19% went part time with the most common arrangement (13%) reduction in teaching

a. Questions about retirement³

Retirement income (56%)

Health benefits (28%)

What to do next (11%)

b. Sources of Information²

Personnel Offices of University/State (35%), especially Rieger and Vogeler

Dean or chair (9%)

Optional retirement plan (9%)

c. Adequacy of Information

Very Helpful 50%

Somewhat helpful 37%

Not helpful 11%

No rating 2%

d. Suggestions:

- Provide checklist of procedures with timelines
- Create one stop shop website
- Create explicit policy on offices, email, library uses, especially renewals
- Engage in more publicity about retirement seminars
- Provide more financial advice, information
- Provide early help on retirement planning/options
- Provide opportunities to meet with retired faculty to learn how they handled it and its aftermath

Note the parallels to the problems retirees encountered in

- understanding the retirement agreement
- obtaining accurate financial information
- transferring to retiree's health insurance
- parking, email, library privileges
- feeling "discarded"
- handling of books and papers

5. WHAT RELATIONSHIP WOULD EMERITI WISH TO MAINTAIN WITH THE UNIVERSITY UPON RETIREMENT?

³ Listed in order of mention – if 5 or more mentioned!

- ✓ Mentor students, junior faculty (52%)
- ✓ Serve on dissertation/thesis committees (44%)
- ✓ Continue research (41%)
- ✓ Volunteer in some office/program (28%)
- ✓ Hang around with colleagues (26%)
- ✓ Teach (22%)

AGE DISTRIBUTION OF ALL FACULTY MEMBERS

Chart 3 and Table 3 show the distribution of faculty by age in 1976, 1996 and 2006. Since 1976 there has been decrease in the proportion of faculty members who are in the 49 and under age groups and an increase in the proportion of faculty in the 50 and older age groups. Although the most dramatic changes occurred between 1976 and 1996, since 1996, the age distribution has continued to shift towards older faculty. The one exception is the 30-34 year old age group which saw an increase of 24 faculty members between 1996 and 2006. All other under 49 age groups saw decreases in the proportion of faculty in that group and all 50 and over age groups saw increases. Between 1976 and 1996, the average age of faculty increased by 3.8 years. Since 1996, the average age of faculty has increased by 0.7 years to 49.7.

Chart 3
Distribution of UW-Madison Faculty by Age
October 1976, 1996 and 2006

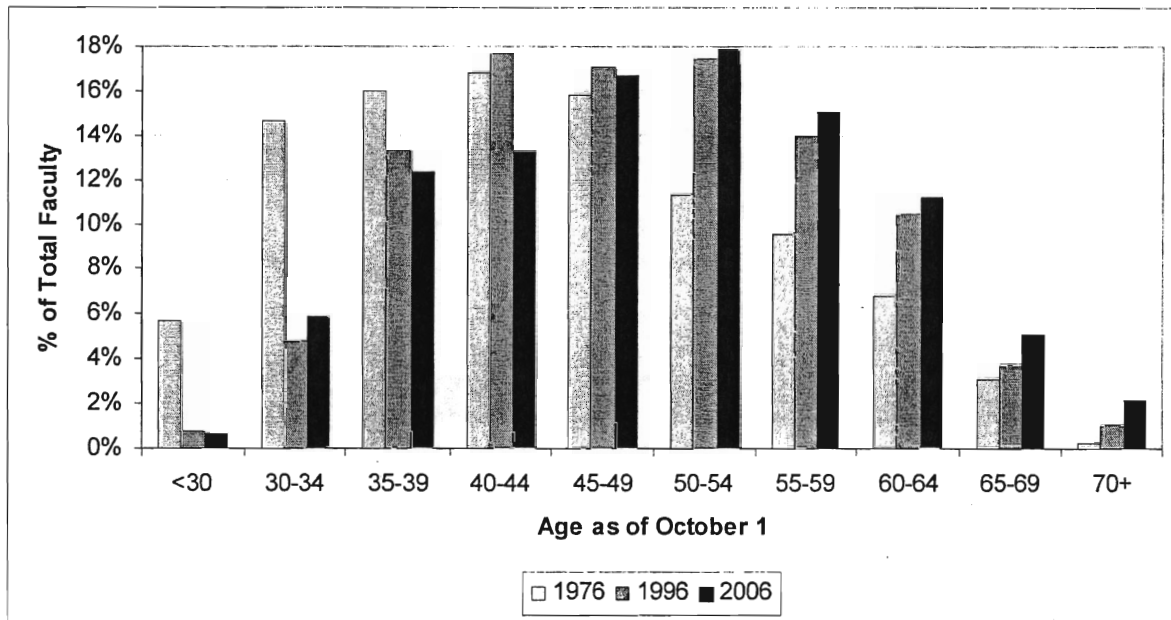


Table 3
Distribution of UW-Madison Faculty by Age
October 1976, 1996 and 2006

	1976		1996		2006		Change 76-06		Change 96-06	
	#	%	#	%	#	%	#	%	#	%
Under 30	133	6	16	1	15	1	-118	-89	-1	-6
30-34	343	15	105	5	129	6	-214	-62	24	23
35-39	375	16	294	13	272	12	-103	-27	-22	-7
40-44	395	17	391	18	292	13	-103	-26	-99	-25
45-49	371	16	378	17	368	17	-3	-1	-10	-3
50-54	265	11	384	17	393	18	128	48	9	2
55-59	223	10	308	14	333	15	110	49	25	8
60-64	159	7	229	10	245	11	86	54	16	7
65-69	73	3	82	4	113	5	40	55	31	38
70 and Over	5	0	22	1	48	2	43	860	26	118
Total	2,342		2,209		2,208		-134	-6	-1	0
Mean Age	45.0		48.8		49.7		+3.8		+0.7	

Accessibility at the University of Maryland

The University is built on a hill and has dozens of old buildings, both of which make accessibility difficult. Nevertheless, the University has taken many steps to increase accessibility and continues to make improvements. Some of these changes are quite expensive, like elevators, and projects can take longer than anyone wishes, but improvements are constantly being made. The groups that are most concerned with accessibility are

1. The President's Commission on Disability Issues.

The Commission (commonly referred to as the PCDI) meets regularly, considers all disability issues that are reported to it, speaks to the appropriate people to try to resolve problems, and reports to the President of the University. Not all problems can be anticipated in advance, but this commission has a good track record of responding to individual problems. It holds an annual open forum to which all members of the University community are invited and during which the commissioners listen to reports about the obstacles people are encountering on the campus. The Commission's goal is to solve these problems.

2. Facilities Management

The architects and engineers in facilities management are the people who most often have the ability to make physical changes to buildings and walkways to provide better accessibility on the campus. If construction projects on campus are creating accessibility problems, people should alert facilities management which will work to minimize problems and will post signs to indicate alternate routes. Facilities Management has placed permanent granite markers that point toward accessible entrances throughout the campus.

3. The Architectural Design Standards Board

The ADSB Board meets monthly with architects who are designing new buildings or renovations to old buildings or changes to the University grounds. The Board is very sensitive to accessibility issues and insists that the architects solve them before proceeding to construction.

4. Disability Support Services

This unit works with all members of the campus community to make the campus both academically and physically accessible. Dr. JoAnn Hutchinson, the Director of DSS, is also the campus compliance officer for the ADA.

Professor Gay L. Gullickson is the chair of the PCDI and a member of the ADSB. She will help people with accessibility issues and will refer them to the appropriate people on campus.

BRIEF PROFILE OF PARTICIPATION IN UNIVERSITY OF MARYLAND PENSION PLANS

The University currently has two basic pension options and within those options, various sub-categories.

OPTION 1: DEFINED CONTRIBUTION

This Option is open to all faculty. It is funded by contributions from the State and from the employee. There are two choices in this option: TIAA-CREF and FIDELITY.

- a. Currently there are 3,233 faculty* enrolled in one or the other of these accounts.

OPTION 2: DEFINED BENEFIT

This Option consists of two categories: The Old Pension System, which is closed to any new participants, and the Current Pension Program, which is open to new faculty. Both of these are funded by contributions from the State and from the employee.

- a. Currently, there are 55 faculty* still enrolled in the Old Pension System.
- b. Presently there are 351 faculty* enrolled in the Current Pension Program.

*Faculty in this instance includes, tenured, tenure track faculty as well as contractual and research faculty.



University Senate TRANSMITTAL FORM

Senate Document #:	10-11-32
PCC ID #:	N/A
Title:	University Library Council Report on the University Open Access Movement: A Proposal for Broad University Engagement
Presenter:	Martha Nell Smith, Chair University Library Council
Date of SEC Review:	March 15, 2011
Date of Senate Review:	April 7, 2011
Voting (highlight one):	<ol style="list-style-type: none"> 1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	<p>The way we respond to the much-discussed crisis in scholarly publishing will profoundly affect the University's future, and our capabilities for achieving and sustaining excellence as a comprehensive research university. The issues involved are of vital importance to all campus constituencies—faculty, students, staff, and administrators. As many senators will remember, one proposed solution to some of the problems in scholarly publishing is known as “open access,” which was debated in spring 2009. That debate revealed confusion, misinformation, and lack of information about “open access.” As a result, the University Library Council undertook a year-long review of open-access issues to determine whether a campus policy should be formulated.</p>
Relevant Policy # & URL:	N/A
Recommendation:	<p>After extensive review and extended discussion, members of the Council have unanimously concluded that while the issues are very complicated, dynamic, and evolving, inaction by University in formally addressing “open-access” issues is not an option. The Council unanimously and emphatically agrees on the following recommendations to the Provost, University Senate, and Dean of</p>

	<p>the Libraries:</p> <ul style="list-style-type: none"> • In order to oversee and coordinate the development of both open-access awareness and policies, we recommend the formation of a scholarly communications/publishing task force appointed jointly by the Provost, the Senate, and the Dean of Libraries, with representatives of all stakeholder groups and of various viewpoints. • Consideration needs to be given to the development of policies that might be both campus-wide and policies that might apply to specific colleges or disciplines. In other words, policies developed should be flexible and adaptable to our constituencies' various, sometimes conflicting needs. • Extensive education of the campus community on the issues and basic principles of open access are needed before any policy is formulated, considered, and possibly adopted. Any premature effort to address policy runs the risk of being unrealistic and, consequently, of failing (as did the previous proposal). • This education should include efforts to make scholars aware of their rights as authors, which will be an important step in achieving a more favorable degree of control over the dissemination of their work.
Committee Work:	<p>Five questions guided the Council's deliberations and generated our set of recommendations:</p> <ol style="list-style-type: none"> 1. What is the nature of the crisis in scholarly publishing and how is the university community affected by it, directly or indirectly? 2. What are the characteristics of open-access publishing alternatives and self-archiving in digital repositories? 3. How appropriate are open access alternatives for faculty and students seeking to publish in leading journals, and how does this vary by discipline? 4. What are other institutions doing in regards to open access? 5. What should the university or individual departments do to

	<p>begin formulating policies on open-access publishing?</p> <p>The Council's year-long review of open-access issues included reading widely and familiarizing ourselves with the range and the depth of varying views; inviting open-access experts to present and discuss their opinions with the Council; as stakeholders ourselves, debating the issues over the course of many meetings and formulating our four recommendations.</p>
Alternatives:	The Senate could choose to do nothing at all, and the University could have no guiding principles regarding a most important issue regarding scholarly communication and knowledge production.
Risks:	The only risk appears to be in not having any policy whatsoever.
Financial Implications:	Judicious adaptations of open access policies in scholarly publishing will help drive down the increasingly prohibitive costs of scholarly exchange.
Further Approvals Required:	Senate Approval & Presidential Approval.

TO: The University of Maryland Senate, Provost Ann Wylie, Dean Patricia Steele
FROM: Martha Nell Smith, Chair, on behalf of the University Library Council
RE: The Crisis in Scholarly Publishing and the Open Access Movement:
A Proposal for Broad University Engagement in Study, Dialogue, and Policy¹
DATE: 7 March 2011

The cause of the crisis in scholarly publishing is plain. Diminishing financial resources are running up against sharply rising costs and increasing demand for scholarly materials. The consequent financial concerns are trumping needs in research and teaching, and thus hamper educational attainment. At the University of Maryland, which has risen in recent decades to the ranks of top public research institutions, the way we respond to this crisis will profoundly affect our future trajectory. The issues involved are of vital importance to all campus constituencies—faculty, students, staff, and administrators. Each and all are stakeholders.

One proposed solution to some of the problems in scholarly publishing is known as “open access.” While the term is applied in various ways, the most basic definition is: “Open access” means “available freely to the public via the internet. . .”² “Open access” also pertains to self-archiving in digital repositories. However, the growing movement to distribute scholarly work via open access is not without concerns and controversy, as is clear on our own campus. At the May 2009 meeting of the University Senate, the Faculty Affairs Committee introduced a resolution proposing, among other things, the increasing use of open-access options where these would not be detrimental to the careers of faculty and students. The resolution was hotly debated and then voted down.

As a result, in 2009-2010 the University Library Council undertook a year-long review of open-access issues. This memorandum summarizes our findings to date. Important to keep in mind is that the issues surrounding open access are not confined to journals, the focus of this report. Monographs and textbooks are also affected, and issues that are more monograph- and textbook-specific should be considered. Our hope is that these broader issues will be as more careful consideration of open access issues becomes more extensive among all campus constituencies. While the subject is complicated and the next steps are not entirely clear, we have concluded that one thing is certain: **Inaction is not an option.**

Five questions guided the Council’s deliberations and generated our set of recommendations:

1. What is the nature of the crisis in scholarly publishing and how is the university community affected by it, directly or indirectly?
2. What are the characteristics of open-access publishing alternatives and self-archiving in digital repositories?
3. How appropriate are open access alternatives for faculty and students seeking to publish in leading journals, and how does this vary by discipline?
4. What are other institutions doing in regards to open access?
5. What should the university or individual departments do to begin formulating policies on open-access publishing?

Detailed summaries of what we learned from pursuing these questions are below. Our recommendations (p. 7), in brief, call for a process that would engage the entire campus community in study and substantive dialogue leading to the formulation of a flexible university policy on open access.

Question 1: What is the nature of the crisis in scholarly publishing and how is the university community affected by it, directly or indirectly?

The council has identified these key parameters of the crisis:

A growing disconnect between resources and needs. More and more journals are being published to meet scholarly needs for publication in ever more fragmented sub-disciplines and specialty research areas. Concomitantly, libraries with static or shrinking budgets are unable to add new subscriptions.

Rising prices. Journal prices have skyrocketed in the past 25 years. The amount varies by discipline but far outpaces inflation. Pricing is often controlled by a handful of international commercial publishers. They have come to dominate the market through acquisitions and mergers of smaller companies and takeovers of the publication programs of some scholarly societies. These corporations publish many of the highly ranked “core” journals, especially in the natural and social sciences.

A vicious cycle. With subscription rates so high, faculty have fewer personal subscriptions. They and their students rely on the library’s subscriptions or licenses, both to paper journals and to electronic databases and e-journals. But increasing journal costs have meant decreasing access for faculty and students since the purchasing power of libraries has not kept pace with the increase in both the prices and numbers of journals. Meanwhile, as pressure increases to devote greater portions of library budgets to journals, fewer monographs, which are of critical importance for humanities scholarship, can be purchased.

A paradoxical effect of the push to publish. For faculty and students, advancement is dependent on frequent publication. The work product is typically given for free to publishers. But the library then has to buy back the intellectual products of the university’s faculty and students at inflated prices, sometimes “bundled” in pricing packages with unwanted materials.

A wide array of stakeholders. Researchers and students in every discipline are affected when they cannot get the access they need for comprehensive and timely literature reviews. Researchers’ lack of direct access to content puts additional demands on library staff, who must also make decisions about the allocation of inadequate resources. The burgeoning of journals, both in traditional and open access formats, confronts administrators seeking to measure and evaluate the scholarly output of faculty and students. Grant recipients face requirements from funding agencies that research findings be placed in publicly accessible repositories. And the publishing industry itself is struggling with new business models and competition from alternative modes for disseminating scholarly information.

Question 2: What are the characteristics of open access publishing alternatives?**(A) Open Access Journals**

As the open-access movement has grown in recent years, the number of open access journals has risen dramatically. The *Directory of Open Access Journals* (DOAJ) – online at <http://www.doaj.org/> – lists more than 5,000 “scientific and scholarly” titles that exercise “quality control” through peer review, an editorial board, or an editor. The *Directory* lists the following additional criteria for inclusion:

Coverage:

- *Subject: all scientific and scholarly subjects are covered*
- *Types of resource: scientific and scholarly periodicals that publish research or review papers in full text.*
- *Acceptable sources: academic, government, commercial, non-profit private sources are all acceptable.*
- *Level: the target group for included journals should be primarily researchers.*
- *Content: a substantive part of the journal should consist of research papers. All content should be available in full text.*
- *All languages*

Access:

- *All content freely available.*
- *Registration: Free user registration online is acceptable.*
- *Open Access without delay (e.g. no embargo period).³*

The primary difference between subscription journals and journals included in the *Directory of Open Access Journals* is the business model, not coverage or quality. Open-access journals are not produced cost-free. But instead of subscriptions, they tend to be supported by advertising, grants, tax revenues, or publication fees. The latter may be paid by authors or on behalf of authors – sometimes from library budgets. And a combination of support methods may be used for any given journal.

Author-pay models are relatively rare. They occur in disciplines such as the natural sciences where grants have been used to underwrite publication costs. In fact, there is long precedent for grants that include the payment of publication fees in the life and earth sciences, both for open access and subscription journals. Publication fees as a funding means only work when there are sufficient sources of funds to allow authors to pay them. In an effort to assist faculty with publication fees, several institutions banded together to form the Compact for Open Access Publishing Equity, or COPE, online at <http://www.oacom pact.org/>.⁴

(B). Self-Archiving and Digital Repositories

A second type of open-access distribution is self-archiving of an author’s final version in a digital repository. The University of Maryland has such a repository, known as the Digital Repository at the University of Maryland, or DRUM. Launched in 2004 and managed by the

University Libraries, DRUM has several goals: wider dissemination of research; increased potential for citation; permanent URLs for individual documents; and a place for researchers to upload associated content, such as datasets, video, and audio files.

Many journals permit some self-archiving of pre-prints or post-prints, and the number of these publishers is growing. A list of these is maintained by a digital repository partnership in the United Kingdom, which now includes hundreds of journals that allow some form of self-archiving.⁵ Different publishers—commercial, learned societies, university presses, university-supported, or government agencies—have varying policies regarding permissions they may grant as part of copyright transfer agreements. These policies address whether authors may archive their own papers on personal Web sites or in institutional repositories, and whether they may post links to their articles and reuse article content. Independent of the nature of agreements between publishers and authors, there is an increasing practice of being explicit about what authors can and cannot do with their papers after submission.

As individual authors or through their professional associations, many scholars are putting pressure on those publishers that do not allow self-archiving to change such policies. Over time, there has been less insistence on mandatory copyright transfer from author to publisher. A recent study found that whereas 83 percent of scholarly publishers required mandatory copyright transfer in 2003, that rate was down to 53 percent by 2008.⁶ As publishers are pressured by authors, or are learning that offering authors more relaxed archiving options does not negatively impact subscriptions – and may even increase their journals’ impact factor, which is an important consideration in the sciences and social sciences – more are allowing options for authors to make their work openly available online.

A growing number of funding sources – including U.S. government agencies such as the Institute of Education Sciences and the National Institutes of Health (NIH) and others such as Autism Speaks, the MacArthur Foundation, and the Howard Hughes Medical Institute – are requiring that grant recipients deposit their research papers in an open-access repository within a set period of time after being published in a refereed journal.⁷ The goal is to ensure that funded research is widely disseminated and accessible. One such example is the NIH Public Access Policy requiring research funded by NIH to be deposited in the PubMed Central database. Legislation pending in Congress would broaden this requirement to all federal granting agencies.⁸

Question 3: How appropriate are open access alternatives for faculty and students seeking to publish in leading journals, and how does this vary by discipline?

According to some studies, open-access distribution leads to higher visibility and increased readership and open-access articles are typically cited more often than their traditional counterparts.⁹ On the other hand, open-access publishing may generate unintended negative consequences. For example, competition between open-access journals and traditional journals might result in the demise of some of the latter, thus reducing the number of publication outlets for authors. Faculty members who have editorial or production roles in these journals worry about the publications’ economic stability in the face of open-access competition. A related concern is whether the low revenue of open-access publishing will spawn the publication of

inferior and unreliable journals. In fact, there is already a broad range of quality in both subscription and open-access journals.¹⁰

Another concern with the open-access model comes from the natural and engineering sciences, where many journals are published by professional societies. The costs for these journals are recovered through page charges, along with fees negotiated with libraries. Researchers in these societies – examples include the Ecological Society of America, the Institute of Electrical and Electronic Engineers, and the American Geophysical Union – remain supportive of their journals and would not likely support open-access journals designed to serve the same audience.

Yet another concern related to the issue of sustainable models for open-access publishing is that while an author-pay model may work for some in the natural and social sciences, it does not work in the humanities. Further, as the demand for an article declines slowly over time in the humanities compared to the sciences where demand tends to fall off sharply, some publishers in the humanities may be less willing to allow self-archiving even after an embargo period. Also, all journals should be reliably archived, so all business models need to account for preservation.

Question 4: What are other institutions doing in regards to open access?

A growing number of academic institutions have adopted open-access policies or are considering doing so. These policies are a form of self-imposed mandate intended to increase access to faculty scholarship. A list of current worldwide policies is available online at the Registry of Open Access Repository Material Archiving Policies, or ROARMAP.¹¹ The list of academic institutions in the U.S., along with the date the policy was adopted, includes the following:

- Case Western Reserve University (April 2005)
- Cornell University (May 2005)
- Harvard Faculty of Arts & Sciences (February 2008)
- Harvard Law School (May 2008)
- Stanford School of Education (June 2008)
- Harvard School of Government (March 2009)
- MIT (March 2009)
- IUPUI Library Faculty (April 2009)
- Oregon State University Library Faculty (May 2009)
- Harvard Graduate School of Education (June 2009)
- Trinity University (September 2009)
- Oberlin College (November 2009)
- BYU Library Faculty (November 2009)
- BYU Instructional Psychology & Technology Department (November 2009)
- University of North Colorado Library Faculty (December 2009)
- Harvard Business School (February 2010)
- Rollins College Faculty of Arts & Sciences (February 2010)
- University of Kansas (February 2010)
- Wake Forest University Library Faculty (February 2010)
- University of Puerto Rico School of Law (March 2010)

- Duke University (March 2010)

This list suggests that the movement toward the development of explicit policies at the institutional level is gaining momentum. This does not suggest, however, that implementation of these policies has always been easy or fully successful. At some of these institutions, serious pockets of concern remain and there is not full consensus but in fact resistance to adoption of open-access policies. While they do represent bold experiments in changing the publishing environment, open-access mandates, whether coming from funding organizations or self-imposed by universities, do not fully address all the economic hurdles, rising production costs, need for new forms of distribution of scholarly work in process, and need for new ways to evaluate, preserve, and share scholarship.

Open-access policies adopted by universities have remained consistent with copyright law. Authors own the copyright to their work until and unless they transfer it to the publisher. They may choose to negotiate individually with publishers to retain their copyright, or, as Harvard and MIT have done, they can take advantage of a university-wide policy that has been negotiated with a few publishers on behalf of faculty. This type of policy allows for faculty who wish to refrain from retaining rights to do so, but this is not the default position. Rather, it is an option that authors need select explicitly or by directing that a waiver of the license be granted. Stuart M. Shieber, director of Harvard's Office for Scholarly Communication, has drafted a model policy to help universities that are contemplating such options.

Several large organizations and associations are supporting open access. In 2009, several of these – the Association of American Universities, the Association of Research Libraries, the Coalition for Networked Information, and the National Association of State Universities and Land-Grant Colleges – issued a “call to action” urging universities to push for wider dissemination of research and scholarship.¹²

Universities are responding in a variety of ways. The University of Maryland Libraries, for example, have an objective in their 2010 Strategic Plan (p. 4) to “initiate a program of open-access journal publishing, maintenance, and preservation,” to “establish a library role in intellectual property rights management in the open-access environment,” and to “expand the use and relevance of the institutional repository program [DRUM] to preserve and make available campus electronic scholarly products.” MIT, the University of Michigan, Washington University in St. Louis, and Wayne State University address author rights in the form of *author addenda* that faculty can use to retain the rights they need to reuse their articles when negotiating with publishers.

Obviously, policy and practice regarding open access are still evolving—sometimes even lurching in different directions. Much depends on the discipline and type of publisher, but there are substantive differences within particular disciplines and even between different journals offered by the same publisher. Also, though there is a trend toward the relaxing of copyright agreements to allow self-archiving, there is also greater use of embargoes to hold back those rights for a period.

Question 5: What should the university or individual departments do to begin formulating policies on open access publishing?

The crisis in scholarly journals and in library funding is real, and it encompasses a series of interrelated problems. Open access has surfaced as one proposed solution to some of the problems. Within the Library Council there has been a spirited discussion over the past year about both the crisis and about open access as a solution. This discussion is a microcosm of the varied opinions and constituencies on campus. Where the Council is in unanimous and emphatic agreement, however, is in making the following recommendations to the Provost, University Senate, and Dean of the Libraries:

- In order to oversee and coordinate the development of both open-access awareness and policies, we recommend the formation of a scholarly communications/publishing task force appointed jointly by the Provost, the Senate, and the Dean of Libraries, with representatives of all stakeholder groups and of various viewpoints.
- Consideration needs to be given to the development of policies that might be both campus-wide and policies that might apply to specific colleges or disciplines. In other words, policies developed should be flexible and adaptable to our constituencies' various, sometimes conflicting needs.
- Extensive education of the campus community on the issues and basic principles of open access are needed before any policy is formulated, considered, and possibly adopted. Any premature effort to address policy runs the risk of being unrealistic and, consequently, of failing (as did the previous proposal).
- This education should include efforts to make scholars aware of their rights as authors, which will be an important step in achieving a more favorable degree of control over the dissemination of their work.

Finally, the Council recommends that these initiatives be undertaken without delay. Time lost in developing a response to the crisis in scholarly publishing and to the open access alternative will be measured in decreasing access to essential resources and increasing frustration of researchers. On the other hand, the crisis itself is also an opportunity if the university takes the initiative now to become a leader in developing creative and effective solutions to a problem vexing all of academe.

¹ This memorandum is a result of the ULC's work for more than a year, was drafted by Trudi Hahn, in collaboration with Debra Shapiro and Ira Chinoy, and was finalized by Martha Nell Smith.

² Budapest Open Access Initiative (2002); <http://www.soros.org/openaccess/read.shtml>.

³ "About," *DOAJ: Directory of Open Access Journals*; <http://www.doaj.org/doaj?func=loadTempl&templ=about>.

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- ⁴ Shieber, Stuart M. (2009), “Equity for Open-Access Journal Publishing,” PLoS Biol 7(8): e1000165. doi:10.1371/journal.pbio.1000165; <http://bit.ly/4ocFRP>.
- ⁵ “Publisher copyright policies & self-archiving,” SHERPA RoMEO; <http://www.sherpa.ac.uk/romeo/statistics.php>, accessed Nov. 1, 2010.
- ⁶ Sian Harris, “Publishers relax author rights agreements,” *Research Information*, Europa Science Ltd., June/July http://www.researchinformation.info/features/feature.php?feature_id=225
- ⁷ A complete list of agencies requiring such open-access dissemination is on the SHERPA Juliet website, <http://www.sherpa.ac.uk/juliet/>.
- ⁸ The Federal Research Public Access Act, S. 1373, is pending in the Senate and a companion measure was recently introduced in the House. For updates on these bills, see: http://www.taxpayeraccess.org/issues/frpaa/frpaa_action/10-0915.shtml
- ⁹ “The effect of open access and downloads ('hits') on citation impact: a bibliography of studies,” OpCit Project: The Open Citation Project; <http://opcit.eprints.org/oacitation-biblio.html>.
- ¹⁰ Stuart Shieber [Harvard University], “Is open-access journal publishing a vanity publishing industry?” *The Occasional Pamphlet* [blog], October 16th, 2009; <http://blogs.law.harvard.edu/pamphlet/2009/10/16/is-open-access-publishing-a-vanity-publishing-industry/>
- ¹¹ ROARMAP (Registry of Open Access Repository Material Archiving Policies); <http://www.eprints.org/openaccess/policysignup/>
- ¹² “The University’s Role in the Dissemination of Research – A Call to Action,” Association of American Universities, the Association of Research Libraries, the Coalition for Networked Information, and the National Association of State Universities and Land-Grant Colleges, February 2009; <http://www.arl.org/bm~doc/disseminating-research-feb09.pdf>.
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SOURCES CONSULTED

This report is based on extensive Library Council research and discussions. Sources used in addition to those cited above include the following:

- Borgman, C. L. (2007). *Scholarship in the Digital Age; Information, Infrastructure, and the Internet*. Cambridge, MA: The MIT Press.
- Howard, J. (2009). A new push to unlock university-based research. *Chronicle of Higher Education* 55(26), A10. <http://chronicle.com/weekly/v55/i26/26a01001.htm>.
- SPARC Web site. <http://www.arl.org/sparc/index.shtml>. [SPARC® (Scholarly Publishing and Academic Resources Coalition) is an international alliance of academic and research libraries working to correct imbalances in the scholarly publishing system. Developed by the Association of Research Libraries, SPARC’s pragmatic focus is to stimulate the emergence of new scholarly communication models that expand the dissemination of scholarly research and reduce financial pressures on libraries].
- Stuber, Peter. Open Access News [blog]. <http://www.earlham.edu/~peters/fos/fosblog.html>.



University Senate TRANSMITTAL FORM

Senate Document #:	10-11-41
PCC ID #:	10043
Title:	Reorganize and Rename the Departments in the College of Education
Presenter:	David Salness, Chair, Senate Programs, Curricula, and Courses Committee (PCC)
Date of SEC Review:	February 16, 2011
Date of Senate Review:	March 2, 2011
Voting (highlight one):	<ol style="list-style-type: none"> 1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	<p>This proposal is to reorganize and rename the departments in the College of Education (COE) from seven distinct units to three units. The reorganization into three moderate-sized departments around faculty with common or complementary interests will streamline the college and departmental administrative structures, not only providing a cost savings, but also supporting a leaner, more nimble decision-making environment. The plan will also advance new synergy among the faculty, staff, and students; enable more focused cross-disciplinary work; and promote interactions between faculty with overlapping areas of interest and expertise that are currently located in separate departments.</p> <p>The current Departments of Counseling and Personnel Services (EDCP), Education Leadership, Higher Education, and International Education (EDHI), and Special Education (EDSP), which already share intellectual and programmatic elements in higher education and counseling, will combine to form the new the Department of Counseling, Higher Education, and Special Education (CHSE). The current Departments of Education Policy Studies (EDPS) and Curriculum and Instruction (EDCI), along with the Organizational Leadership and Policy Studies (OLPS) program (currently residing in EDHI) will form the Department of Teaching, Learning, Policy and Leadership (TLPL). This new</p>

	<p>department will enhance collaborative opportunities between programs that educate and study the interaction of those practitioners and policy makers most deeply involved in PK-12 education and reform. Finally, the current Departments of Human Development (EDHD) and Measurement, Statistics, and Evaluation (EDMS), which both engage in aspects of educational psychology through teaching or research, will form the Department of Human Development and Quantitative Methodology (HDQM).</p> <p>The process leading to the reorganization was iterative and benefitted from multiple layers of information-gathering, review, and feedback from a variety of stakeholders. The proposal details the process that began in February 2009 and resulted in an October 2010 vote in which 89% of the voters were in favor of the final proposed plan.</p> <p>No changes to academic programs are included in this proposal. Any future changes to academic programs will be subject to normal approval routes. Students' programs should not be affected by the reorganization since all of the programs with the exception of OLPS will be moving with their current departments into their new departments. All faculty members will hold their tenure and rank in the newly formed departments. In order to minimize the reorganization's potential effect on faculty, the proposal includes transitional procedures on promotion, tenure, and DRIF allocation policies. Administrative and clerical staff will be distributed equitably across the new units and the college to assure that all three departments are staffed to provide seamless services and support.</p>
Relevant Policy # & URL:	N/A
Recommendation:	The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve the reorganization of the College of Education.
Committee Work:	<p>The Committee considered the proposal at its meeting on February 4, 2011. Donna Wiseman, Dean of the College of Education, presented the proposal to the committee and responded to questions. After discussion, the Committee voted unanimously to recommend the proposal.</p> <p>At its December 6, 2010 meeting, the Academic Planning Advisory Committee (APAC) recommended to the Provost that the proposal move forward for Senate consideration.</p>

Alternatives:	The Senate could decline to approve the proposed reorganization.
Risks:	If the Senate does not approve the proposed college reorganization, the University will lose an opportunity to create a stronger collaborative environment for these related academic units.
Financial Implications:	There are no significant financial implications with this proposal.
Further Approvals Required: <i>(*Important for PCC Items)</i>	If the Senate approves this proposal, it will still require the approval of the President.

THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM/UNIT PROPOSAL

- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

PCC LOG NO.

10043

- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

College/School:

Please also add College/School Unit Code-First 8 digits: 01203100

Unit Codes can be found at: https://hypprod.umd.edu/Html_Reports/units.htm

Department/Program:

Please also add Department/Program Unit Code-Last 7 digits:

Type of Action (choose one):

- | | |
|---|---|
| <input type="checkbox"/> Curriculum change (including informal specializations) | <input type="checkbox"/> <i>New academic degree/award program</i> |
| <input type="checkbox"/> <i>Renaming of program or formal Area of Concentration</i> | <input type="checkbox"/> New Professional Studies award iteration |
| <input type="checkbox"/> <i>Addition/deletion of formal Area of Concentration</i> | <input type="checkbox"/> New Minor |
| <input type="checkbox"/> <i>Suspend/delete program</i> | <input checked="" type="checkbox"/> Other |

Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:

This is a proposal to reorganize the departments in the College of Education from seven distinct units to three units. The reorganization into three moderate-sized departments around faculty with common or complementary interests will streamline the College and departmental administrative structures, not only providing a cost savings, but also supporting a leaner, more nimble decision-making environment. An integrated leadership and planning structure should support more collaborative curriculum planning and scheduling. It will also advance new synergy among the faculty, staff, and students; enable more focused cross-disciplinary work; and, promote interactions between faculty with overlapping areas of interest and expertise who are currently located in separate departments. No academic programs will be restructured as part of this proposal: changes to academic programs will be considered after the new departments have been fully established and they will undergo separate PCC review.

APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

1. Department Committee Chair N/A
2. Department Chair N/A
3. College/School PCC Chair N/A
4. Dean Denna L. Wiseman
5. Dean of the Graduate School (if required) _____
6. Chair, Senate PCC _____
7. University Senate Chair (if required) _____
8. Senior Vice President for Academic Affairs & Provost _____

**REORGANIZING AND RENAMING THE DEPARTMENTS IN THE
COLLEGE OF EDUCATION**

**DEPARTMENT OF COUNSELING AND PERSONNEL SERVICES
DEPARTMENT OF CURRICULUM AND INSTRUCTION
DEPARTMENT OF EDUCATION LEADERSHIP, HIGHER EDUCATION AND
INTERNATIONAL EDUCATION
DEPARTMENT OF EDUCATION POLICY STUDIES
DEPARTMENT OF HUMAN DEVELOPMENT AND INSTITUTE
FOR CHILD STUDY
DEPARTMENT OF MEASUREMENT, STATISTICS, AND EVALUATION
DEPARTMENT OF SPECIAL EDUCATION**

TO:

**DEPARTMENT OF COUNSELING, HIGHER EDUCATION AND SPECIAL
EDUCATION
DEPARTMENT OF TEACHING, LEARNING, POLICY AND LEADERSHIP
DEPARTMENT OF HUMAN DEVELOPMENT AND QUANTITATIVE
METHODOLOGY**

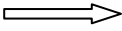
Effective July 1, 2011

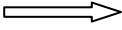
**COLLEGE OF EDUCATION
UNIVERSITY OF MARYLAND, COLLEGE PARK**

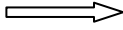
**Submitted by
Donna L. Wiseman, Dean**

Proposal to Reorganize the Departmental Units of the College of Education, University of Maryland College Park

This proposal outlines the plans for reorganizing the current seven departmental units of the College of Education (COE) into three departmental units:

- Counseling and Personnel Services (EDCP)
- Education Leadership, Higher Education,
and International Education (EDHI)  DEPT CHSE
[Excluding Organizational Leadership & Policy Studies (OLPS)]
- Special Education (EDSP)

- Education Policy Studies (EDPS)
- Curriculum and Instruction (EDCI)  DEPT TLPL
[Plus OLPS -- Originally Housed in EDHI]

- Human Development (EDHD)
- Measurement, Statistics, and Evaluation (EDMS)  DEPT HDQM

The results will advance new synergy among the faculty, staff, and students; enable more focused cross-disciplinary work; and, promote interactions between faculty with overlapping areas of interest and expertise who are currently located in separate departments. The reorganization will provide the COE with the opportunity to reallocate our resources in a way to make us more efficient and flexible and thus more competitive in a modern, technologically enhanced teaching and learning environment. Finally, a major reorganization—one that would result in fewer departments, better positions the College to address major challenges in education and to achieve the ambitious goals in the COE 2009 Strategic Plan.

Reorganizing to Promote Efficiency/Effectiveness:

The proposed three-department configuration will allow the COE to streamline administrative structures and department operations, and support collaboration in course and curriculum planning and scheduling. The reorganization into three moderate-sized departments around faculty with common or complementary interests will streamline the College and departmental administrative structures, not only providing a cost savings, but also supporting a leaner, more nimble decision-making environment. The potential for more equitable shared participation in department-based committees and student support roles (e.g., admissions, advising, comprehensives, committees, etc.) will be facilitated through the proposed reorganization. For many faculty, required participation in governance and service, especially for roles outside of the department itself, should be less burdensome and more equitable, especially for faculty from what had been the small departments.

The reorganization into three moderate-sized departments with an integrated leadership and planning structure should support more collaborative curriculum planning and scheduling. It is expected that such collaboration will lead to a reduction in unnecessary overlap/redundancy in course offerings and more efficient course scheduling, which will better serve student needs and interests. There also is the potential to reallocate funds from this streamlining for the development of new courses that add depth to the curriculum in programs within the reorganized departments and/or that more comprehensively support broader College and/or university priorities -- e.g., enhanced contributions in university-wide undergraduate education, courses that address strategic plan priorities, revenue-generating outreach initiatives, and additional international experiences for undergraduate and/or graduate students.

Reorganizing to Better Position the COE to Achieve Its 2009 Strategic Plan Goals:

Another goal of the reorganization is to ensure that the COE is configured and poised to meet the ambitious goals in its 2009 Strategic Plan that are illustrated in Figure 1. The Plan calls on the College to move in new directions, establishing goals and benchmarks for undergraduate and graduate education, research, and partnerships, especially in the areas of equity and diversity, innovation and creativity, international education, and policy engagement. To help realize the four strategic initiatives, the reorganization, through the creation of fewer but more inter-related departments and cross-disciplinary centers and institutes that will emerge over time, will enable the COE to become a nimble, well-respected leader on pressing educational issues. This all will be accomplished while balancing our land grant, flagship, and research extensive status; keeping the best interests of students and faculty in the forefront; and, making certain that the reorganization does no harm to national program rankings and identity.

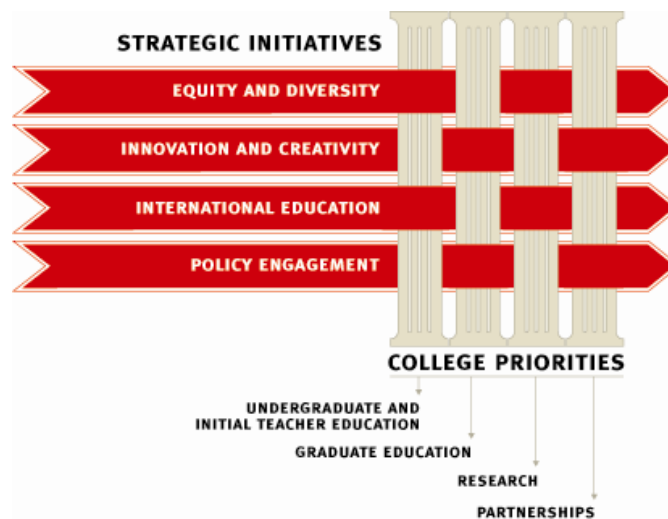


Figure 1

The remainder of this document describes the proposed reorganization structure; provides contextual information regarding the organization of Colleges of Education nationally; presents the intellectual justification for the reconsolidation of the existing COE departments; summarizes the process leading to the reorganization plan and the results from the most recent vote; discusses the impact of the proposed reorganization on

academic programs, faculty, students, and staff; and, identifies the financial implications of the proposed configuration. The document concludes with an overview of the administrative structures and transitions that will occur should this reorganization be supported by the University Senate.

The Proposed Reorganization Structure

The College of Education proposes reorganizing into three new academic departments. The existing seven departments (see Figure 2) are essentially autonomous units; each with its own department chair, support staff, budgets, governance and committee representation. There are a number of existing centers and institutes, most of which operate within a single department with a singular focus. Collaboration—in teaching, research, and service—although occurring in some instances, does not emerge naturally from this discrete arrangement.

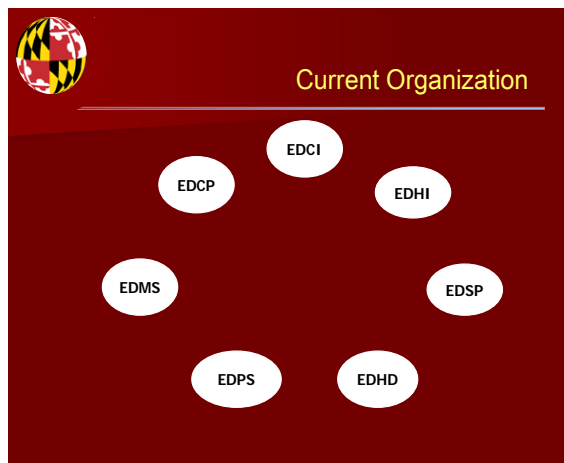


Figure 2

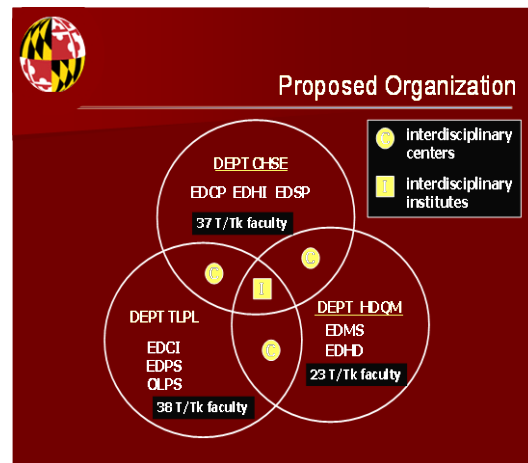


Figure 3

The proposal represented in figure 3 represents a more coherent intellectual clustering of seven departments into three departments. With the exception of the Organizational Leadership and Policy Studies (OLPS) program, which currently is housed in EDHI and proposed to be moved into Department TLPL, all of the existing programs will be moving wholesale to the new departments. This arrangement, which places faculty with similar or complementary research interests and expertise within the same department, will facilitate collaboration, while providing more flexibility and agility to respond to opportunities and needs within areas of education, human development, and human services. In some areas of scholarship, we will deepen the knowledge base within a department, instead of dispersing it among several departments. For example, the merger of EDHI and EDCP will bring together faculty with expertise in the complementary areas of higher education and student affairs, which can contribute to the development of richer, more robust programs of study that incorporate the best elements of the discrete programs that currently exist in these separate units. Graduate students will benefit from enriched cross-disciplinary masters' and doctoral programs. Faculty will become more familiar with a variety of course offerings, which better enables them to advise undergraduate and graduate students on electives that meet individual interests. New

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centers and institutes, or newly constituted versions of existing centers and institutes, will be positioned to enhance cross-disciplinary exploration of critical research questions.

Organizations of Colleges of Education

In general, the missions of Colleges and Schools of Education are similar within research universities. Faculty prepare a variety of professionals including teachers, counselors, administrators, and policy makers to work in a wide variety of educationally-related settings. In addition, Colleges of Education with doctoral programs also develop scholars and researchers, and faculty are expected to contribute to the knowledge base in education. Colleges of Education straddle a line between theory and practice, and scholars who have studied these organizations point to the challenge of developing cohesive organizational structures that capitalize on the varied nature of faculty members' interests and scholarship to increase the collective power and stability of the College (Larabee, 2004; Levine, 2006). Yet, how the colleges organize themselves can differ as shown in Appendices A and B. Appendix A includes data on the land grant institutions among *US News and World Report* Top 25. Appendix B contains data on the COE's peers.

The demands on Colleges of Education are increasing. Over the next decade, the US will need to hire almost two million teachers due to rising enrollments, growing retirements, and high rates of attrition for beginning teachers. This represents one of the largest periods of increase in teacher demand in over a century. In a recent speech, the US Secretary of Education, Arne Duncan, challenged education schools to meet the needs of "hard-to-staff" schools in high-poverty urban and rural schools and to recruit, prepare, place, and support new teachers in these cities and communities. He called for teacher education to facilitate the transition of teachers from preparation to practice. He called for special attention to the STEM disciplines and challenged education school faculties to place a premium on PK-12 student learning.

Reviews of research over the past 30 years have concluded that both subject matter knowledge and knowledge of teaching are important to teacher effectiveness and that fully prepared and certified teachers are better rated and more successful with students than teachers without this preparation (see Smith & Zeichner, 2005). However, teaching in the 21st century has to require an emphasis on understanding how to use information technologies. Teachers need to instruct students on use of a variety of technologies, legitimate methods of Internet research, and how to identify useful information. Teachers in the 21st century also must have access to a host of cutting edge research about how students learn. They should know and be able to apply that research in their classroom. Additionally, teachers must be able to deal with their students' social and emotional well being. Teachers are not mere purveyors of content but serve as a resource for students and as a guide through the difficulties of life.

School systems need highly trained and competent leaders as much as they need skilled teachers. Programs that prepare senior teacher leaders, administrators, researchers, policymakers, and other professionals who will assume leadership positions in a host of

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agencies and organizations need to be innovative in content as well as delivery options. Professional practice doctorates and executive leadership programs are needed that engage learners in on-going inquiry into complex problems of educational practice.

Finally, in order to address the demands of 21st century education, new methods for educating children, youth, and young adults must be designed, tested and implemented (Eisenhart & De Haan, 2005). This will require scientists who are well trained in cognition, learning, and motivation, who will grapple with the challenges of extending laboratory-derived knowledge about teaching and learning to real-world environments. Two recent national reports (Levine, Abler, & Rosich, 2004; NRC, 2004) have addressed the issue of how best to train the next generation of education researchers and propose that education researchers need training in five broad areas: (1) diverse epistemological perspectives; (2) diverse methodological strategies; (3) the varied contexts of educational practice; (4) the principles of scientific inquiry; and (5) an interdisciplinary research orientation.

To meet the challenges that are facing all Colleges of Education, it is imperative that the College of Education at the University of Maryland reorganize to provide the structure that will enable the interdisciplinary practitioner education and research that are called for by today's educational context. Further, our reorganization will create a climate in which faculty and students can engage in greater collaboration more efficiently. Previous departmental reviews have cited the isolation among our programs, and we also are aware of redundancies and overlap in coursework and curricula among our various specialties. We believe that the reorganization will permit us to address these issues and will harness the collective power of our faculty and our students to meet the challenges of 21st century education.

Intellectual Justification for Reconsolidation of Existing Departments

Educational activities that cross the boundaries between traditional disciplines are increasing rapidly resulting in the need for expertise that represents a more interdisciplinary focus across the fields and content currently represented in the COE and in fact, other disciplines outside the College. While collaborations across existing COE departments are possible and are occurring in some instances, there is widespread agreement among our College faculty that the reorganization has the potential to enhance significantly opportunities for new research collaborations and provide opportunities for development of innovative new education programs at the graduate and undergraduate levels. What follows is a description of each of the proposed new departments and what faculty and students will realize from the reorganization along with specific examples of the transformational potential of the proposed COE reorganization.

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Counseling, Higher Education and Special Education – CHSE (formerly EDCP/EDSP/EDHI, minus OLPS)

The CHSE Department concentrates on the preparation of counselors, school leaders, teachers, and student development and international leaders who work in a variety of educational environments both in the US and abroad. Merging these three departments will create opportunities to develop innovative new leadership programs in higher education and disability studies as well as expand offerings in programs preparing leaders and practitioners in PK-16 education. The merger of EDHI, EDSP, and EDCP also connects to the campus and College strategic plans by recognizing the strong national presence through top ranked programs and by building on international efforts. *US News and World Report* has ranked EDCP as #1 for 11 years in a row. EDSP was ranked in the top ten programs from 2001 to 2008 and has been #11 for the past 2 years. Higher Education Administration is currently ranked #10. These programs will not lose their identities, but will be strengthened in terms of course development and research opportunities. Furthermore, the proposed merger is expected to provide even greater opportunity for securing external funding.

There is a strong and logical connection among several of the programs within the proposed new department. The College Student Personnel program in EDCP and the Higher Education Administration program in EDHI share a number of commonalities including students with complementary career goals and curriculum and coursework that is very similar. Several programs in EDCP, including rehabilitation counseling, school psychology and counseling, share both intellectual and programmatic elements with programs in special education. EDSP faculty has a strong record in obtaining external funding as does the rehabilitation counseling program.

The proposed merger of EDSP, EDCP, and EDHI is expected to lead to expanded opportunities to serve the undergraduate population on campus through course development (I-Series courses-- technology, disability studies) and minors. Bringing together these various programs will strengthen connections between faculty and students, lead to greater collaboration and cohesion in coursework, and expand on the already strong programs in the three departments.

Teaching, Learning, Policy and Leadership - TLPL (formerly EDCI/EDPS and OLPS)

The TLPL Department's graduate programs prepare students to assume a variety of roles, including scholars, researchers, policy analysts, teacher educators, instructional specialists, curriculum developers, teachers, education leaders, and advocates for children and youth. The department's graduate and undergraduate initial certification programs prepare students to assume positions as teachers in various content areas and specializations from PK-grade 12. The department also offers education minors and CORE classes for any undergraduates who have an interest in educational issues but who may not pursue a career in teaching.

The combination of EDCI and EDPS will provide for greater collaboration between faculty with expertise in teacher preparation and teacher professional development, curricular expertise, and policy studies that seek to promote teacher quality and school reform. By including the faculty from OLPS, additional possibilities emerge involving school administrative expertise, instructional leadership, and policies and practices that promote effective schools and school systems. The success of instructional reforms implemented in today's classrooms often relies on the school-based and district-wide support and organizational contexts created by instructional leaders, including principals and superintendents. Similarly, the success of federal and state policies is often determined by the implementation process, relying on the expertise of classroom teachers, school administrators, and district superintendents. The location of these programs in the same unit will maximize the potential for creating collaborative opportunities between programs that educate and study the interaction of those practitioners and policy makers most deeply involved in PK-12 education and reform.

Positioning OLPS as a unit within the reorganized department housing EDCI and EDPS also will provide students with greater access to tenure-line faculty that share expertise with the OLPS program, including faculty who have taught courses in the OLPS program and advised OLPS students in the past and faculty who have expertise in urban education, curriculum, and instruction. This relationship is reciprocal, as faculty in EDPS and EDCI will benefit from working with faculty in OLPS who share expertise in education leadership and organizational designs. Such a placement will provide an opportunity to consolidate and monitor more effectively the operation of outreach programs in teacher, administrator, and superintendent certification, each of which is a major enterprise for the COE, with significant organizational and resource challenges, both on and off campus. Locating them in the same department will utilize more efficiently the College resources and facilitate the consolidation of related programs addressing the advancement of PK-12 instructional and organizational reforms.

Human Development and Quantitative Methodology - HDQM (formerly EDHD and EDMS)

The HDQM Department advances knowledge and practice through research on human neuroscience; learning, cognitive, and language development; social and moral development and socialization; and measurement, statistics, and evaluation. Further, it communicates original research and syntheses of research and theory in social science research methodology, developmental science, and educational psychology to students and professionals at the state, national, and international levels. The department's doctoral programs prepare students for careers in research and teaching in academic and non-academic settings. Masters' and certificate programs provide high level training in human development theory and research and in measurement, statistics, and evaluation to individuals in a variety of professions. At the undergraduate level, the department has missions to prepare early childhood teachers through its early childhood certification program, and preparing undergraduates to conduct research in developmental science and education psychology. Additionally, the department offers undergraduate courses in

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human development and quantitative methods, and a minor in human development to undergraduate students from departments across campus.

Many highly-ranked Colleges of Education have organizational models that include programs/units in educational psychology/human development and research methodology, assessment, and statistics in the same department. At the University of Maryland, combining the two areas will bring together those faculty who conduct research on diverse aspects of human development and learning, including cognitive development, psychobiological development, language development, social and emotional development, and socialization, and faculty who conduct research on the quantitative methods that undergird research in education and in the social and behavioral sciences. The two areas already have a history of cooperation in students' advanced degree programs. For example, it has been common for students completing the graduate level certificate program in the measurement, statistics, and evaluation area to complement their graduate studies with coursework in the human development area. Similarly, it has been common for human development students in advanced degree programs to take a number of courses in measurement, statistics, and evaluation; or to enroll in the graduate certificate option in measurement, statistics, and evaluation; or even to obtain a master's degree in measurement, statistics, and evaluation to build their methodological and data analytic skills.

The proposed reorganization also recognizes and builds upon the high rankings and quality of the existing programs. These programs will maintain their current form, albeit within a different administrative structure, allowing students to obtain the necessary depth of knowledge required for productive careers in each area and maintaining the identity of each program area. Faculty will continue to work with familiar colleagues, and potentially develop new collaborations to complement their existing programs of research. Over time it is anticipated that more programmatic connections will be developed.

Process Leading to the Reorganization Proposal

With the completion of its 2009 Strategic Plan and urging from the campus administration, the COE initiated a period of self-reflection and analysis to study its existing seven department configuration in light of new COE goals. The COE formally began reorganization discussions in February 2009 using town hall meetings, focus groups, blogs, websites, and small group discussions to study various possible models for reorganizing the college. In September 2009, a College-wide meeting occurred to discuss the six models that emerged from the Senate-defined process. After two rounds of on-line anonymous voting, first among 6 models, then between 2 models, the results indicated that 59% of the voters supported a move from the College's existing seven-department arrangement to a three-department model. As the College began consideration of governance and financial issues, questions and concerns regarding the proposed model emerged.

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On October 26, 2009, the Dean presented the three-department model to APAC. An APAC subcommittee was named and convened and charged with conducting an open forum for constituents (e.g., faculty, staff, and students) who would be potentially affected by the proposed reorganization of the College as detailed in the draft proposal submitted to APAC for consideration. The meeting occurred on December 16, 2009. The purpose, time, and location of this open forum were broadly announced two weeks in advance to the College faculty, staff, and students. Based on feedback from the open forum and an evaluation of the draft proposal, the subcommittee generated a draft report that was presented to APAC on December 22, 2009. The subcommittee advised that more details be provided regarding the guiding principles of the reorganization and the implementation plan, along with a clear proposed timeline. APAC also encouraged seeking more involvement from all the different constituency groups – faculty, staff, and students – who would be impacted in the reorganization process.

Following receipt of the draft report, the proposal was revised to address the issues identified in the APAC report. On February 4, 2010, the revised version of the proposal along with submissions from the three new departments was posted on the College web page with the caveat that a few items were missing: the timeline for implementation was not yet finalized, some letters of support had not yet arrived, and some official campus forms were not yet inserted. The website was open for feedback from faculty, staff, and students until the close of business on February 10, 2010.

All along, the College Senate played a central role in defining the process, deciding which models to move forward for a College-wide vote, determining voter eligibility according to the College Plan of Organization in collaboration with department chairs, and making recommendations to the Dean throughout the reorganization deliberations. At College Senate and Senate Steering Committee meetings during the fall and spring semesters, reorganization was the major agenda item. In March, April, and May 2010, the Senate also held a series of open forums to discuss the reorganization, with specific emphasis on the items highlighted in the APAC report. In addition, the Dean hosted a series of additional information/ Q&A sessions on the reorganization for faculty, staff, and students during the spring 2010 semester (see Appendix C).

In May 2010, a College Senate Reorganization Oversight Committee (S-ROC) was established and met throughout the summer to address unsettled issues related to the three-department reorganization plan for the College. The committee reviewed strengths and weaknesses of the proposed reorganization plan and concluded the three-department configuration is a viable reorganization model. Additionally, the committee presented a set of recommendations that they felt would make the reorganization process more widely acceptable politically and also better address some of the key issues related to reorganization (e.g., intellectual coherence, financial efficiency, cross-unit/cross-disciplinary collaboration, etc.). Among the major changes that emerged from the S-ROC report were the recommendations to merge EDSP with EDCP/EDHI and to move the OLPS program from EDHI into the EDCI/EDPS unit. The original reorganization proposal was amended to reflect the S-ROC recommendations and presented to the faculty, staff, and students in a College-wide Assembly on September 23, 2010. An

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electronic vote occurred shortly thereafter. Appendix C highlights the reorganization discussions and decisions from College Senate meetings and meetings of other College groups that have occurred since the original vote on the reorganization in September 2009.

Summary of College Votes

A second vote was held in the College between October 11 and 22, 2010 to determine support for the amended version of the reorganization model. Of the 213 eligible voters¹, 68% chose to exercise their right to vote. The results of the vote for accepting the amended reorganization plan indicated that 89% (128/144) of the votes cast were in favor of the three-department model described in this proposal. The voting distribution by category follows:

- *Faculty:* Of the 144 faculty who were eligible to participate in the vote, 96 (67%) voted in the election; 85 of these individuals (89%) voted in favor of the amended version of the reorganization model.
- *Staff:* Of the 56 staff who were eligible to participate in the vote, 38 (68%) voted in the election; 33 of these individuals (87%) voted in favor of the amended reorganization plan.
- *Students:* The total number of students who were eligible to participate in the vote was 13 (6 undergraduates and 7 graduate students). Ten of these students (77%) voted in the election; all voted unanimously in favor of the amended reorganization plan.
- The *tenured/tenure-track* faculty of all seven academic departments voted strongly in favor of the integration proposal with positive votes ranging between 67%² and 100% and negative votes ranging between 0% and 33%.

¹ Faculty eligibility is defined as all those employed by the State full time with UM as instructors or as tenure track faculty who hold the rank of Assistant Professor, Associate Professor, or Professor with an appointment of at least 50% in the COE. Staff eligibility is defined as all other employees who are currently appointed and employed by the COE for greater than 50% time, who do not need to be reappointed every year. Also included shall be persons that have been employed greater than 50% time on temporary contractual positions by the COE for a continuous period of more than 5 years. Student eligibility is defined as all undergraduate students enrolled full time (as defined by the Office of the Dean of Undergraduate Studies) in a program of the College of Education and all graduate students enrolled at least 50% of full time (as defined by the Office of the Dean of Graduate Studies) in a program of the College of Education. Students with voting privileges are identified at elections: One such graduate student is elected by and from each department to be a voting member of the College of Education Assembly (CEA). Six such undergraduate students are elected by undergraduates in at-Large elections (using the Hare system) to be voting members of the CEA. Elections are conducted so that each department having an undergraduate program shall have at least one representative.

² Only 3 of the eligible tenure-track faculty in the department that had the 67% favorable response voted. For the remainder of the departments, the favorable response rate ranged from 84% to 100% with 3 departments at 100%.

Impact on Academic Programs

The COE is particularly proud of its ranking among the top 25 Colleges of Education. Nine of our programs are ranked in the Top 15, with three ranking in the Top 10 including Counseling and Personnel Services, which ranks first in the nation for the eleventh consecutive year. With whole departments moving into the new configurations of three departments, these rankings should not be threatened. Indeed, the new cross-fertilization of scholarship and teaching may enhance the rankings. To continue its quest to achieve Top 10 status, the COE recognizes the need to constantly push forward to better position itself to compete in a rapidly changing environment in which our programs and scholarship reflect innovation and embrace the 21st century milieu.

In the short term, changes in academic programs in the newly reorganized COE will be minimal. Eventually, there will be programmatic changes that emerge from the interactions of faculty in the new organizational structure. Some indication of the type of changes that are likely to occur is already emerging in the new CHSE department where higher education and counseling faculty are beginning to develop new and innovative programs that reflect their new collaborative arrangements. The development of innovative and interdisciplinary programs is one of the principal benefits of the reorganization, and once the College is totally reorganized, program changes that reflect changes in the profession, as well as new relationships among faculty, including new hires, will be expected and encouraged. Any future changes to academic programs will be subject to normal approval routes, including review at department, college, and university levels.

Impact on Faculty

Faculty rank distribution summaries for the current and new departments are presented in Table 1.

Faculty Rank Distribution for Proposed 3-Department Configuration

Department	Assistant Professor	Associate Professor	Professor	Total
Proposed Dept: CHSE				
EDCP	5	3	7	15
EDHI (- OLPS)	3	2	4	9
EDSP	1	3	9	13
TOTAL:	9	8	20	37
Proposed Dept: TLPL				
EDCI	12	6	11	29
EDPS (+ OLPS)	2	4	3	9
TOTAL:	14	10	14	38
Proposed Dept: HDQM				
EDHD	3	6	7	16
EDMS	3	0	4	7
TOTAL:	6	6	11	23
COLLEGE OF EDUCATION				
TOTALS	29	24	45	98

Table 1

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Careful consideration has been given to the distribution of faculty lines in the proposed reorganized departments such that each of the three new units will be approximately equivalent in size.

All faculty members will hold their tenure and rank in the newly formed departments. In consideration of how reorganization might impact tenure and promotion decisions for current Assistant and Associate Professors, an agreement was crafted in 2009 with the then Associate Provost and the Provost stating that the promotion and tenure decisions for Assistant Professors within newly consolidated departments will be made by the eligible faculty from the individuals' previous department (i.e., hiring faculty). Decisions regarding promotion of Associate Professors will be handled in the same way for up to three academic years following the reorganization. In addition, the agreement specifies that any DRIF funds allocated to the individual faculty member will be credited to and maintained in the individual's new department. Future allocations of DRIF will, at the discretion of the individual faculty member, continue to follow the policies of the faculty member's previous department for up to two fiscal years following the reorganization and change of tenure home (see Appendix D for a copy of this agreement).

Faculty members will be provided a letter that outlines the conditions of their appointments in the newly reorganized College. Specifically, the letter will include information about their rank and salary, their office space, their APT process [if applicable], and agreements regarding DRIF and other funding. After the reorganization, individual faculty may elect to change departments; they will follow the established campus procedures for changing one's tenure home.

Impact on Students

Fall 2010 Enrollments: Proposed 3-Department Configuration

Department	Minors	Bachelor's	Master's	Doctoral	Certificate	Total
Proposed Dept: CHSE						
EDCP	84	0	45	107	13	249
EDHI (- OLPS)	0	0	67	89	1	157
EDSP	87	83	84	54	0	308
TOTAL:	171	83	196	250	14	714
Proposed Dept: TLPL						
EDCI	64	710	290	171	0	1235
EDPS (+ OLPS)	0	0	16	88	0	104
TOTAL:	64	710	306	259	0	1339
Proposed Dept: HDQM						
EDHD	294	116	28	57	0	495
EDMS	0	0	12	36	5	53
TOTAL:	294	116	40	93	5	548
Undecided EDUC Undergraduates						
EDUC (08010)	0	19	0	0	0	19
COLLEGE OF EDUCATION						
TOTALS	529	928	542	602	19	2620

Table 2

Table 2 shows the student enrollments by award level for the new three-department configuration. The possibility for adverse impact on current students seems minimal, as all of the programs except for OLPS will be moving wholesale to the new departments. OLPS programs will be carefully monitored by a joint committee of faculty from its current and new department location to assure students are monitored and supported during the organizational transition. The revised College structure will allow students in the OLPS programs to have greater access to faculty who have expertise in urban education, curriculum, and instruction.

Although academic programs will be moving into new departmental configurations in the proposed reorganization, they are expected to remain largely intact. As a result, there should be no negative impact on recruitment and admissions. In fact, in most instances, the recruitment and admissions processes will remain the same: Although teacher education recruitment efforts may become more centralized as the reorganization proceeds, faculty and staff will continue to recruit students into the existing array of academic programs, and applications for admissions will continue to be routed to the program faculty in the same way this process currently is handled.

Exceptions will occur as new program configurations evolve. For example, plans are underway to merge the Higher Education program area in EDHI and the College Student Personnel specialty area in EDCP. These programs intend to suspend admissions for the upcoming academic year, pending final approval from the University of Maryland Graduate School, as the faculty work together to create a new and enhanced program that is expected to be especially attractive for future students. As the COE proceeds with restructuring and faculty with similar or complementary research interests and expertise are combined in the same department, additional opportunities for enriched cross-disciplinary masters' and doctoral programs are expected. Indeed, the proposed reorganization likely will benefit students across the College, because additional faculty will be available for the teaching, advising, and support of students in the various programs.

In the proposed three-department configuration, graduate and undergraduate students still will receive their degrees from the programs to which they applied. They will work with assigned individual faculty advisors in these programs. It should be noted that a number of our current graduate programs already are interdisciplinary, and the merger of departments will offer our graduate students additional opportunities for sustained collaboration with faculty members outside their immediate areas of study. However, as we anticipate that some existing programs and specializations will begin to merge, students will have the opportunity to move into newly created degree programs.

Graduate student fellowships, assistantships, and other support will initially follow the specializations within current programs. Resources currently allocated to each graduate program or specialization will serve as a baseline to inform future allocation of fellowships at the time that new programs/specializations are approved.

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The College of Education is committed to enhancing the national reputation of each of our graduate programs. Thus, considerations regarding curricular or program changes will examine how the new programs will permit us to attract a diverse pool of talented graduate students and to be able to support them through their programs.

Impact on Staff

Distribution of existing support staff in the COE will be conducted with an effort to minimize on-going program disruption and to ensure equity relative to faculty redistribution. Specifically, with input from the interim chairs and a staff advisory committee, three well-staffed business offices will provide administrative support to each of the new units. Administrative and clerical staff will be distributed equitably across the new units and the College to assure that all three departments are staffed to provide seamless services and support. The Dean will continue to hold all-staff meetings to update and gather feedback.

Financial Implications

The following assumptions will guide the redistribution of resources to the new departments:

- Current base budget funds and the FTEs associated with occupied faculty lines will move with the faculty member to the new department. Vacant FTE and associated allocations will revert to the Dean's office for redistribution.
- Operating and graduate assistant hard budget funds will move with the current department to its placement among the three new departments.
- Extramural grant and contract funds will reside in the department of the Principal Investigator.
- Net balances at the end of FY'11 in current departments for DRIF, Outreach and other revolving accounts will move with the unit to the new department. Use of those funds—other than the specified DRIF in faculty MOUs—will be determined by the new department leadership.
- Staff FTE and associated budget will be allocated to each department once staffing structures are determined.

In most cases, existing department budgets will be allocated to programs, pooled when appropriate, and reviewed to remove redundancy and improve efficiency.

Administrative Structure and Transitions

The COE will continue to be an academic unit reporting directly to the Provost like other colleges and schools on campus. The COE administrative structure includes a Dean; Associate Deans for Research and Graduate Education and for Educator Preparation and Undergraduate Programs; Assistant Deans for Administration, Planning and Assessment and for Finance; and, an Executive Director for Development and External Relations, as

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well as Institute Directors for the Maryland Institute for Minority Achievement and Urban Education and the Maryland English Institute. Three Department chairs from each new department will serve on the Dean's Council of Chairs, which serves as a leadership team for the College. The COE administrative structure is presented in Appendix E.

The College Senate has approved a new Plan of Organization (Appendix F), and the three departments' plans will be presented by April 1, 2011. As part of the College's reorganization process, we are considering whether to change the name of the College to reflect better its diverse mission. During fall 2009, a College committee solicited recommendations for names from faculty, staff, and students, and presented them to the Dean and College Senate in early December 2010 and at a College-wide forum on December 17, 2010. The College Senate also is maintaining a website to solicit additional comments and suggestions. Further discussions within the College will identify a short list of preferred names to present to the University Senate in spring 2011.

At the current time, we are organized into seven departments but there are only five department chairs. In two cases, department chairs are providing leadership for two different departments that will be merged if the proposed organizational structure is approved. This arrangement has evolved because of the retirement of one department chair and the request of another department chair to return to her full professor role. The five existing chairs will continue to serve until June 30, 2011. During the spring semester, an interim chair for each new department will be named by the Dean; interim and existing chairs will work collaboratively to plan the transition from the seven departments to the proposed three departments. Interim chairs' appointments will take effect on July 1, 2011.

New departments can begin a search for a permanent chair anytime after July 1. Departments will be encouraged to select a permanent department chair from internal candidates. If an internal search does not seem appropriate, departments may request an external search after providing the Dean with justification and consideration of available resources. The chair searches will be guided by the College Plan of Organization and our established search plan.

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APPENDIX A: US News Top 25 Land Grant Education Graduate Schools (as of 4/1/2009)

Rank	Name	2007 Total graduate education enrollment	Mission	Departments or Programs	Notes
12	University of Wisconsin--Madison	1,168	N/A	<ul style="list-style-type: none"> • Art Department • Counseling Psychology Department • Curriculum and Instruction Department • Dance Program • Educational Leadership & Policy Analysis Department • Educational Policy Studies Department • Educational Psychology Department • Kinesiology Department • Occupational Therapy Program • Rehabilitation Psychology & Special Education Department 	<p>1. School of Education includes eight departments and two stand-alone programs.</p> <p>2. Quantitative Methods Program is housed in the Department of Educational Psychology.</p>
14	Michigan State University	1,658	<p>The College of Education at Michigan State University has a mission of LEADERSHIP, SCHOLARSHIP, AND SERVICE IN EDUCATION.</p> <p>WE PREPARE PROFESSIONALS FOR LEADERSHIP ROLES IN EDUCATION. Teaching is central to our scholarly identity and to the way we serve the educational needs of communities. We strive to develop and implement excellent, dynamic programs for the preparation of educators.</p> <p>WE SEEK TO UNDERSTAND, REFORM AND IMPROVE EDUCATION. We study the processes of human learning and development. We move beyond analysis to promote education policy reform and assist in implementation. We seek to improve the conditions of learning and teaching for everyone in a technological society. We conduct comprehensive, rigorous research that addresses the needs and problems of practice. We strengthen connections between theory and practice through partnerships with schools and communities.</p> <p>WE EXAMINE ISSUES OF EDUCATION ACROSS THE LIFESPAN. We seek to understand how children and adults learn and develop, and how educators can best use that knowledge for benefit of all learners. We recognize that all educators are themselves learners and we are committed to providing opportunities for their continuous professional development. We strive to sustain our College as a scholarly community for students, faculty and staff.</p>	<ul style="list-style-type: none"> • Department of Counseling, Educational Psychology and Special Education • Department of Educational Administration • Department of Kinesiology • Department of Teacher Education 	<p>Measurement and Quantitative Methods Program (Doctoral Program) is housed in Department of Counseling, Educational Psychology and Special Education.</p>
16	Ohio State University	1,206	N/A	<ul style="list-style-type: none"> • Department of Consumer Sciences • School of Educational Policy & Leadership • Department of Human Development and Family Science • Department of Human Nutrition • School of Physical Activity & Educational Services • School of Teaching & Learning 	<p>1. Quantitative Research, Evaluation, and Measurement is housed in School of Educational Policy and Leadership.</p> <p>2. Special Education is housed in School of Physical Activity and Educational Services</p>

APPENDIX A: US News Top 25 Land Grant Education Graduate Schools (as of 4/1/2009)

Rank	Name	2007 Total graduate education enrollment	Mission	Departments or Programs	Notes
17	University of Minnesota--Twin Cities	2,615	The new College of Education and Human Development is a world leader in discovering, creating, sharing, and applying principles and practices of multiculturalism and multidisciplinary scholarship to advance teaching and learning and to enhance the psychological, physical, and social development of children, youth, and adults across the lifespan in families, organizations, and communities.	<ul style="list-style-type: none"> • Curriculum and Instruction • Educational Policy and Administration • Educational Psychology* • Family Social Science • Institute of Child Development • Postsecondary Teaching and Learning • School of Kinesiology • School of Social Work • Work and Human Resource Education 	Both Special Education and the quantitative methods in education (QME) track are housed in the Department of Educational Psychology.
21	University of Connecticut (Neag)	810	The mission of the Neag School of Education is leadership, scholarship, inquiry, and service. We work to develop students with strong ethical standards into educators, clinicians, practitioners, researchers, scholars, and leaders dedicated to improving education, health and wellness for all children and adults. By so doing, we strive to improve and enhance the quality of life in our ever-changing society.	Teacher Education Unit: <ul style="list-style-type: none"> • Integrated Bachelor's/Master's Program (IB/M) • Teacher Certification Program for College Graduates (TCPCG) Departments: <ul style="list-style-type: none"> • Curriculum and Instruction (EDCI) • Educational Leadership (EDLR) • Educational Psychology (EPSY) • Kinesiology (EKIN) • Physical Therapy (PT) 	Both Measurement, Evaluation, and Assessment (MEA) Program and Special Education Program are housed in the Department of Educational Psychology.
24	Utah State University	1,073	As members of the Emma Eccles Jones College of Education and Human Services we provide teaching, service, and research in a variety of disciplines to improve the teaching/learning transaction wherever it takes place and to increase the effectiveness of services for individuals, families, communities, schools, and organizations. To achieve this mission, we are committed to: Offering high quality graduate and undergraduate programs in education and human services that are innovative and widely accessible; Supporting and nurturing a faculty committed to masterful teaching and cutting-edge research; Establishing and maintaining nationally visible research centers to advance knowledge and professional practices; Fostering partnerships to enhance the quality of education and human services in our local and extended communities; Extending the impact of our instructional and research programs nationally and globally; Maintaining a technological infrastructure to enhance the College's visibility and accessibility regionally, nationally, and internationally; Enhancing the diversity of our faculty, staff, and students; and Supporting instructional, research, and service programs that cultivate dedication to building a more just and equitable society	Departments <ul style="list-style-type: none"> • Communicative Disorders and Deaf Education • Family, Consumer, and Human Development • Health, Physical Education, and Recreation • Instructional Technology & Learning Sciences • Psychology • School of Teacher Education and Leadership (Elementary/Secondary Education) • Special Education and Rehabilitation Units <ul style="list-style-type: none"> • Emma Eccles Jones Center for Early Childhood Education • Center for Persons with Disabilities • Center for the School of the Future • Edith Bowen Laboratory School • STEM Education Initiative (Science, Technology, Engineering, and Mathematics Education) 	

APPENDIX A: US News Top 25 Land Grant Education Graduate Schools (as of 4/1/2009)

Rank	Name	2007 Total graduate education enrollment	Mission	Departments or Programs	Notes
25	University of Georgia	2,471	<p>The College of Education at the University of Georgia has a public contract with the citizens of the state and nation to define and achieve its land and sea grant, level one research missions. That responsibility is to provide the highest level of leadership in furthering education, communication, life long learning, and health and well-being for all citizens. This mission must be pursued at local, state, national, and international levels and it must permeate academic preparation programs, community collaborations and partnerships, and the domains of teaching, research, and service.</p> <p>The College of Education will be known for its systematic inquiry, the scholarship of teaching, and the commitment to service through partnerships as guiding principles for our actions. We have established core principles as a way to express our dedication to excellence in education at all levels.</p>	<ul style="list-style-type: none"> • Communication Sciences and Special Education; • Counseling and Human Development Services; • Educational Psychology and Instructional Technology; • Elementary and Social Studies Education; • Kinesiology; • Language and Literacy Education; • Lifelong Education, Administration and Policy; • Mathematics and Science Education; • Workforce Education, Leadership and Social Foundations 	The Research, Evaluation, Measurement, and Statistics (REMS) Program is housed in the Department of Educational Psychology and Instructional Technology.
25	University of Illinois-- Urbana-Champaign	1,148	<p>The mission of the College of Education at the University of Illinois at Urbana-Champaign is:</p> <p>to maintain and enhance our position as a leader in research on critical issues in education.</p> <p>to be leaders in the preparation of teachers, preschool through secondary education, by using the latest advances in educational research; and to prepare leaders at the doctoral level who will assume positions as faculty at other universities, as school administrators, and as policy makers at the state and federal level.</p> <p>to serve the State of Illinois and the nation through our continuing professional development program for educators, including the development of alternative certification programs, and through outreach to P-12 schools, state government, community colleges, community agencies and private companies.</p>	<ul style="list-style-type: none"> • Curriculum & Instruction • Educational Organization and Leadership • Educational Policy Studies • Educational Psychology • Human Resource Education • Special Education 	Studies In Interpretive, Statistical, Measurement and Evaluative Methodologies For Education (Queries)is housed in the Department of Educational Psychology.
25	University of Maryland-- College Park	1,226			

Note:

University of California--Berkeley was CA's original land-grant college, but UC Davis and UC Riverside later assumed much of that role.

APPENDIX B

"Peer" COE Organizational Structure (Feb. 2009)

University of Illinois, Urban-Champaign College of Education	University of Michigan, Ann Arbor School of Education	University of NC at Chapel Hill School of Education	UCLA Department of Education	University of Berkeley Graduate School of Education
Academic Departments	Academic Units	Areas	Housed in the Graduate school of education & information studies	Areas of Study
Curriculum & Instruction	Center for the Study of Higher and Postsecondary Education (CSHPE)	Teaching and Learning	Graduate Programs	Cognition and Development
Educational Organization and Leadership	Combined Program in Education and Psychology (CPEP)	Educational Leadership	Urban Schooling (Ph.D.)	Language and Literacy, Society and Culture
Educational Policy Studies	Joint Program in English and Education (JPPE)	Culture, Curriculum and Change	Student Affairs (M.Ed.)	Policy, Organization, Measurement, and Evaluation
Educational Psychology	Educational Studies (ES)*	Human Development and Psychological Studies	Educational Leadership Program (Ed.D.)	School wide program: Leadership for Educational Equity Program (LEEP)
Human Resource Education			Higher Education and Organizational Change (MA; Ph.D.)	
Special Education			Principal Leadership Institute (M.Ed.)	
			Psychological Studies in Education (MA; Ph.D.)	
			Social Research Methodology (MA; Ph.D.)	
			Advanced Quantitative Methods in Education Research (Ph.D.)	
			Social Sciences & Comparative Education (MA; Ph.D.)	
			Teacher Education Program (M.Ed.)	
			Joint Doctoral Program with Cal State Fresno (Ph.D.)	
			Learning Sciences at UCLA (Ph.D.)	
			Undergraduate Programs	
			Education Studies Minor	
			DLAP	
	*A large program with a number of specializations: nine Ph.D., eleven academic Masters, two Masters with certification, and two undergraduate teacher certification specializations. These specialties are organized within four administrative units. http://www.soe.umich.edu/es/specializations/index.html			

"Peer" COE Organizational Structure (Feb. 2009)

Page 2

Appendix C: Reorganization Discussions and Decisions from College Senate and Meetings of Other College Groups (October 2009 through November 2010)

October 29, 2009	Staff Reorganization Meeting	<ul style="list-style-type: none"> • Convened three staff work groups (business/financial matters, student/curriculum issues, & general office operations) to offer input on reorganization related to restructuring of the College infrastructure and support services.
November 11, 2009	Reorganization Information Session for Assistant Professors	<ul style="list-style-type: none"> • Dean met with Assistant Professors to discuss issues related to reorganization – tenure, etc.
November 16, 2010	Reorganization Information Session for Associate Professors	<ul style="list-style-type: none"> • Dean met with Associate Professors to discuss issues related to reorganization – tenure, etc.
November 17, 2009	Staff Reorganization Meeting	<ul style="list-style-type: none"> • Three staff work groups met for progress report update and to identify issues that cut across the different work groups.
December 1, 2009	Staff Reorganization Summary Report Submitted to Dean	<ul style="list-style-type: none"> • Staff work groups' summary reports, including recommendations related to reorganization, submitted to the Dean.
December 8, 2009	Staff Presentation to Council of Chairs/Senate Leadership	<ul style="list-style-type: none"> • Representatives from three staff work groups provided oral presentation of their summary reports to the COE leadership team.
January 27, 2010	Staff Meeting with Dean's Office Representatives and UM Director of University Human Resources	<ul style="list-style-type: none"> • Question and answer session related to College reorganization and implications for staff.
February 5, 2010	Presentation of Staff Recommendations to Senate	<ul style="list-style-type: none"> • Senate discussed staff recommendations related to the reorganization.
February 19, 2010	Community-Research Exchange: All College Meeting	<ul style="list-style-type: none"> • Faculty discussed common research and program interests across programs.

March 4, 2010	Brown Bag for Graduate Students	<ul style="list-style-type: none"> • Explored need for Grad Student Assembly; discussed reorganization issues.
March 5, 2010	College Senate Meeting	<ul style="list-style-type: none"> • Received update on staff recommendations re: placement of staff in new departments. • Reviewed report of Ad Hoc committee on Centers and Institutes.
March 26, 2010	College Senate Meeting	<ul style="list-style-type: none"> • Open forum for students, faculty, and staff to discuss APAC report. • Considered representation to Senate by new department configuration. • Reviewed proposed names for new departments.
April 9, 2010	College-wide Assembly	<ul style="list-style-type: none"> • Provost and Dean discussed reorganization followed by Q&A session.
April 26, 2010	College Senate Meeting	<ul style="list-style-type: none"> • Open forum for students, faculty, and staff at which Dean discussed APAC Report and proposal to create a Senate-sponsored committee to respond to concerns identified in the APAC feedback.
April 29, 2010	Senate Steering Committee Meeting	<ul style="list-style-type: none"> • Discussion continued on the basic idea of the proposed committee, independent from the Dean's office, with departmental representation to work on charge, membership, and timeline.
May 7, 2010	College Senate Meeting	<ul style="list-style-type: none"> • Reviewed mission statement and provisional plan of organization of EDSP-EDPS-EDCI. • Open Forum for students, faculty, and staff with Dean's Office on defining

		<p>the COE vision for reorganization, indentifying implications of budget concerns, advising, and rankings.</p> <ul style="list-style-type: none"> • Proposal to create a Senate-sponsored committee to respond to concerns identified in APAC feedback approved.
May 7, 2010	College-wide Student Reorganization Meeting	<ul style="list-style-type: none"> • Dean Q&A session/ information update regarding the reorganization.
May 10, 2010	College-wide Student Reorganization Meeting	<ul style="list-style-type: none"> • Dean Q&A session/ information update regarding the reorganization.
May 13, 2010	Staff Reorganization Meeting	<ul style="list-style-type: none"> • Dean Q&A session/ information update regarding the reorganization.
June 14, 2010	Initial Meeting of the Senate Summer Reorganization Oversight Committee (S-ROC)	<ul style="list-style-type: none"> • Committee charged with responsibility for reviewing the 3-department model in relation to the APAC comments and the goals and intended outcomes of the reorganization.
June 14-August 23, 2010	S-ROC Meetings Held	<ul style="list-style-type: none"> • In addition to their review of documents, the committee also met with individual faculty members and other interested people for input.
July 9, 2010	Staff Reorganization Meeting	<ul style="list-style-type: none"> • Dean Q&A session/ information update regarding the reorganization.
September 8, 2010	Open Forum on the Report of the Summer Reorganization Oversight Committee	<ul style="list-style-type: none"> • College Senate hosted an open forum for faculty, staff, and students to discuss S-ROC Report.
September 10, 2010	Open Forum on the Report of the Summer Reorganization Oversight Committee	<ul style="list-style-type: none"> • College Senate hosted an open forum for faculty, staff, and students to

		discuss S-ROC Report.
September 10, 2010	College Senate Meeting	<ul style="list-style-type: none"> • S-ROC Report presented to and accepted by College Senate.
September 23, 2010	College Senate	<ul style="list-style-type: none"> • Dean officially received S-ROC Report from Chair of the College Senate.
October 1, 2010	College-wide Assembly	<ul style="list-style-type: none"> • Open Forum for faculty, staff, and students to discuss the revised reorganization proposal and on-line voting procedures.
October 11, 2010	Staff Reorganization Meeting	<ul style="list-style-type: none"> • Dean Q&A session/information update regarding the reorganization.
November 5, 2010	College Senate Meeting	<ul style="list-style-type: none"> • Discussed the COE and Departmental Plans of Organization.

Notes:

- The College Senate, which includes faculty, staff, and student representation, meets monthly during the academic year. The 2010 Senate meetings include March 5th, March 26th, April 9th, May 7th, September 10th, November 5th, and December 3rd. The College reorganization is a regular discussion item at these meetings.
- In addition to the College-wide meetings listed above, there were numerous department and/or program-specific meetings with individual department chairs and groups of chairs, individual faculty and groups of faculty, as well as individual graduate and undergraduate students and groups of students. The Dean continues to meet with interested parties upon their request.



UNIVERSITY OF MARYLAND

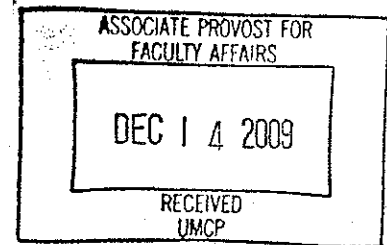
COLLEGE OF EDUCATION

Office of the Dean

December 1, 2009

Ellin Scholnick
Associate Provost
1126 Main Administration Building
CAMPUS

3119 Benjamin Building
College Park, Maryland 20742-1121
301.405.2334 TEL 301.314.9890 FAX
www.education.umd.edu



Dear Dr. Scholnick:

As we have previously discussed with you, the College of Education will be reorganizing its existing seven departments into three. In anticipation that this reorganization will be approved, we want to establish procedures for Promotion and Tenure of Assistant Professors and Promotion of Associate Professors whose tenure home will be changed as a result of the reorganization. Accordingly, we are proposing the following:

1. The Plan of Organization for the new unit/department will specify that all faculty comprising the new unit will retain their current rank in the merger.
2. A memorandum of understanding (MOU) will be developed for each tenured line faculty member that will specify their new tenure home and, if applicable, the procedures for promotion and tenure review at the departmental level. In addition, the MOU will specify procedures for DRIF as explained below.
3. Decisions regarding tenure of Assistant Professors in the newly formed unit will be made by the eligible faculty from the individuals' previous department (i.e. the tenure home prior to the merger). The eligible faculty will constitute the First Level Review of the candidate.
4. Decisions regarding the promotion of Associate Professors in the newly formed unit will be made by the eligible faculty from the individuals' previous department (i.e. the tenure home prior to the merger) *for up to three years following the faculty member's change of tenure home*. The eligible faculty will constitute the First Level Review of the candidate.
5. In addition to specification of promotion and tenure, each faculty member's MOU will specify the amount of DRIF funds, if any, that will be credited and maintained in their new department. Future allocations of DRIF will, at the discretion of the individual, continue to follow the policies of the faculty member's previous department *for up to two years following the faculty member's change of tenure home*.

As you know, the support of all faculty in our college is of critical concern to me as we move forward with our reorganization. Thus, I hope that you will approve of these procedures.

Sincerely,

Donna L. Wiseman, Dean

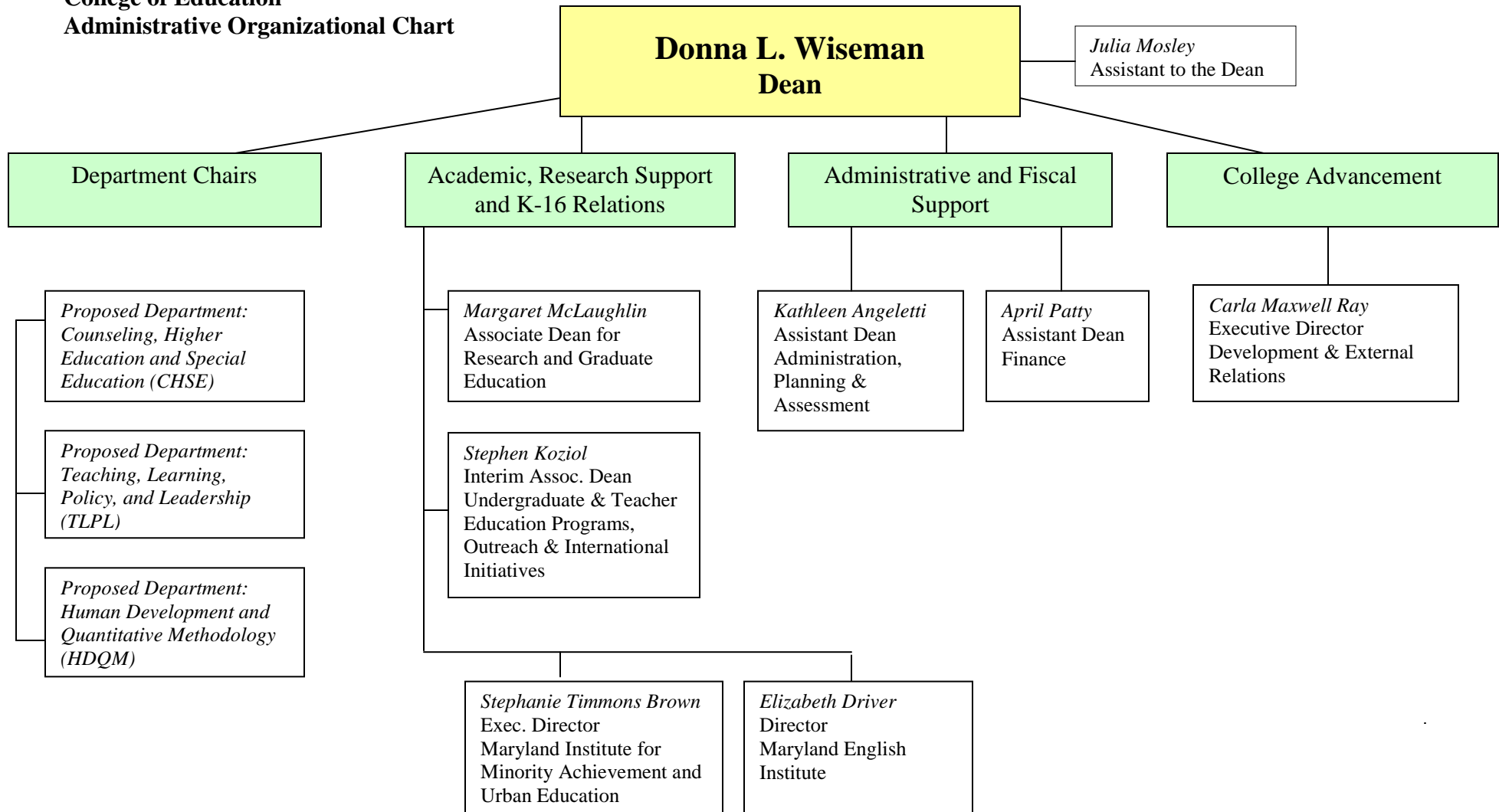
Ellin Scholnick, Associate Provost

Nariman Farvardin, Provost and
Senior Vice President for Academic Affairs

12-14-09
Date

12/15/09
Date

APPENDIX E
College of Education
Administrative Organizational Chart



Plan of Organization of the College of Education

COE Senate Proposed Draft

November 2010

Purpose of the College of Education:

The purposes of the College of Education include: 1) research contributing to the body of knowledge upon which programs of the College are based, 2) instruction in undergraduate, graduate, continuing professional development, and related programs, 3) promoting and facilitating the use of knowledge to improve schools, colleges and other institutions that enhance learning, and 4) service to the local, State, national, and international educational community and to the public.

Purpose of the Plan of Organization:

The organization of the College is complex in that it includes an academic organization as well as a management system. The purpose of the present plan is to provide collaborative planning in the systematic decision-making process as it relates to academic decisions and management. Inherent in the purpose is the responsibility for maintaining channels of communication shared by the faculty, staff, and students.

CHAPTER I: THE COLLEGE ASSEMBLY (CEA)

ARTICLE I: Purpose and Functions:

Section 1. Purpose

The purpose of the University of Maryland (UMCP) CEA shall be to provide a means for faculty, staff, and students to: fulfill their responsibilities in carrying out the mission of the College, promote the general welfare, and achieve high standards of teaching, research, and service.

Section 2.

The functions of the CEA shall include the following:

- a. to provide regularly for the collective expression of faculty , staff, and student concerns and viewpoints;
- b. to provide for full communication among the faculty, staff, and students of the college and the university community;
- c. to promote collaborative efforts in areas relating to the purpose of the College of Education;
- d. to formulate instruments, policies, and procedures relevant to governance;
- e. to act as the referendum body for the College of Education;

Appendix F: Draft COE Plan of Organization

- f. to participate in activities relating to the organization and management of the College and its administrative units.

ARTICLE II: Membership

The membership of the CEA shall be determined by appointment papers according to the following guidelines:

Faculty: Defined as all those employed by the State with the University of Maryland at College Park, as tenured or tenure-track faculty who hold the rank of Assistant Professor, Associate Professor, or Professor with an appointment of at least 51% in the College of Education, as well as those who have been appointed to full-time positions as Professor of Practice, Research Professor (Assistant, Associate, or Full), Research Associate, Lecturer, or Senior Lecturer in the College of Education. All such persons shall be voting members of the CEA.

Staff: Will be defined as all other employees who are currently appointed and employed by the College of Education for greater than 50% time, and who do not need to be reappointed every year. Also included shall be persons that have been employed greater than 50% time on temporary contractual positions by the College of Education for a continuous period of more than 5 years. All such eligible members may attend the meetings of the CEA and shall have rights to speak at such meetings. All other persons employed by the College may speak at the CEA meetings. Twelve staff members with voting privileges will be identified at College wide elections using the Hare system. At most 2 of these voting members shall be part time (i.e., less than 100%) employees. If the number of faculty in the College changes, the number of staff will be changed so that the ratio of staff to faculty will round to 1 to 10, with at most 1/6th part-time staff membership.

Students: Defined as all undergraduate students enrolled full time (as defined by the Office of the Dean of Undergraduate Studies) in a program of the College of Education and all graduate students enrolled at least 50% of full time in a program of the College of Education, as identified by no later than April 15th each spring on a list generated from the Dean's office. All such members may attend the meetings of the CEA and shall have the right to speak at such meetings. Students with voting privileges will be identified at elections: Three such graduate students will be elected from each department to be a voting member of the CEA. Nine such undergraduate students shall be elected by undergraduates in at-Large elections (using the Hare system) to be voting members of the CEA. Elections shall be conducted so that each department having an undergraduate program shall have at least two representatives. These numbers of students have been selected to represent approximately 10 % of the number of faculty members in the CEA apportioned at approximately 5% undergraduate and 5% graduate. If the number of faculty in the college changes, the number of students will be changed so that the ratio of students to faculty will be an even number that rounds to 1 (students) to 10 (faculty), with 1/2 being undergraduates and 1/2 being graduate students.

Elections specified in this Plan shall take place in the spring of each year timed to be completed no later than April 30. Voting for representatives from each of the constituencies above shall be by members of that category only. For purposes of the Governance of the College a person may

be in only one category. The term of service shall begin May 1st.

ARTICLE III: Officers

Section 1. Designations

The officers of the CEA shall consist of a Chair, a Chair-elect, and a Secretary. These officers also shall hold the respective positions of Chair, Chair-elect, and Secretary of the College of Education Senate.

The position of Chair-elect shall be selected from the membership of the faculty of the CEA, by the voting members of the Assembly. This person will serve as Chair-elect for one year and as Chair of the CEA for the subsequent year. The election of Chair-elect by the CEA membership shall be held in the spring of each year. Procedures and supervision of nominations and elections shall be established and maintained by the College of Education Senate. The election for Chair-elect will require a simple majority vote of those voting which, if not attained by any one candidate, will require a run-off election between the two candidates receiving the largest number of votes (See Article V).

The position of Secretary shall be selected from the membership of the College of Education Senate. This election shall be held annually at the first meeting of the College of Education Senate scheduled for this purpose after the spring election of Chair-elect and delegates to the College of Education Senate but prior to the last regular monthly meeting of the College of Education Senate in May. Only delegates who are newly elected or continuing may vote at the special meeting and all such delegates must have been informed at least one week in advance of its time and place. The meeting shall be chaired by the incoming Chair. The term of office shall begin immediately.

Section 2. Vacancies

In the event of vacancies in the offices of Chair, Chair-elect, or Secretary, the College of Education Senate shall hold a special election at its first meeting following the notice of vacancy.

Section 3. Duties

- a) The Chair shall preside at all meetings of the College of Education Senate and shall perform such other duties as prescribed in the Plan of Organization or assigned by the College of Education Senate.
- b) The Chair-elect shall assist the Chair and preside at meetings of the Assembly and College of Education Senate in the absence of the Chair.
- c) The Secretary shall be responsible for minutes of all meetings of the CEA and the College of Education Senate and, with assistance of the Dean's office, maintain the permanent records of the College of Education Assembly and the College of Education Senate, inform the faculty,

Appendix F: Draft COE Plan of Organization

staff, and students of actions of the College of Education Senate and/or Assembly, validate the roster of the CEA by department or area prior to each meeting of the Assembly, and revalidate the roster in the spring semester in preparation for election of department delegates and delegates-at-large to the College of Education Senate. The Secretary shall also be responsible for determining the list of those members of the College of Education eligible to vote and to serve.

- d) Officers shall perform the duties prescribed in the parliamentary authority in addition to those outlined in the Plan of Organization and those assigned by the CEA and/or College of Education Senate. Officers are permitted to vote on all matters before the Senate and the CEA.
- e) Vacating officers shall deliver to their successors all official material not later than ten days following election of their successors.

ARTICLE IV: Meetings and Voting on Matters of College Policy and Governance

Section 1. Semi-Annual Meetings

Semi-annual meetings of the CEA shall be held during the Fall and Spring Semesters on dates set by the Steering Committee. The agenda for the Meeting shall be distributed to the faculty, staff and students at least two weeks prior to the meetings. Semi-annual meetings of the CEA shall be open.

Section 2. Special Meetings

Twenty percent of the voting members of the CEA may petition for a special meeting of the Assembly. The petitioners shall present with their petition a proposed agenda for the meeting, which shall be the only order of business at the meeting. Announcements of the time and place and of the agenda shall be made at least two weeks in advance. All special meetings shall be open. A special meeting may also be called by a majority vote of the College of Education Senate with an announcement of the agenda and time and place published two weeks prior to the special meeting. Exception to the notice requirement shall be made only in an emergency, as determined by the Chair, for which a three-hour notice shall be given stating time, place, and purpose.

Section 3. Voting on Official College Matters

When a COE matter arises that requires a vote of the College Assembly, the matter for consideration must be presented at a College Assembly meeting (either one of the regular Fall or Spring Assembly meetings or a specially-called meeting as described above). After the meeting, an electronic vote will be taken by members of the College Assembly. In order for a vote to stand, at least a quorum must participate in the voting process and at least of majority of those who vote must approve the proposed measure (please note: a quorum is defined as fifty percent

Appendix F: Draft COE Plan of Organization

or more of the Assembly members with voting privileges).

ARTICLE V: Parliamentary Authority

The most current version of Robert's Rules of Order Newly Revised shall govern the CEA in all cases in which they are applicable and in which they are not in conflict with the Plan of Organization.

CHAPTER II: THE COLLEGE SENATE

ARTICLE I: College of Education Senate

Section 1. Purpose

The purpose of the College of Education Senate shall be to take action on behalf of the faculty, staff, and students in all matters pertaining to governance within the College in fulfilling its stated responsibilities.

Section 2. Delegates

The College of Education Senate consists of delegates from the CEA as specified below:

Faculty. Each department will be served by three representative faculty members. In addition, there will be two at-large faculty delegates, plus the offices of Chair and Chair-elect.

Staff. Two exempt persons and one non-exempt person elected at large. The staff delegates shall serve for 2 years, elected in alternate years.

Students. One doctoral student, one masters student, and one undergraduate student elected at large by each respective category of student by doctoral and masters students who are enrolled at least 50% of full time (as defined by the Office of the Dean of Graduate Studies) and undergraduate students who are enrolled full time (as defined by the Office of the Dean of Undergraduate Studies) in a program of the College of Education.

The student delegates shall serve for 1 year, and may stand for reelection only once.

Only departments with a plan of organization that is approved or pending approval by the College of Education Senate shall have departmental representation.

The faculty of each department who hold membership in the CEA shall elect delegates to the College of Education Senate to replace delegates whose terms are expiring each year. The term of office shall be for two calendar years, beginning with the meeting of the College of Education Senate scheduled annually in the Spring. When a member is unable to attend meetings for a prolonged period (e.g., leave of absence, sabbatical, prolonged illness), the department may

Appendix F: Draft COE Plan of Organization

recommend the appointment for a specified time period of a substitute with voting privileges.

Delegates-at-large shall be elected by the Assembly in the Spring of each year, following procedures for nomination and election. Procedures and supervision should be established and maintained by the College of Education Senate; the Hare System shall be used to obviate run-offs. The term of office shall be for one calendar year, beginning with the meeting of the College of Education Senate scheduled annually in the Spring for election of the Secretary and Steering Committee members of the CEA. At large delegates may be re-elected for successive terms. When an at-large member is unable to attend meetings for a prolonged period, the College of Education Senate Steering Committee shall designate, for a specific time period, a substitute with voting privileges. An election shall be held during this period.

University Senators from the College of Education will serve as ex-officio members of the COE Senate, without a vote..

Section 3. Functions

The CEA entrusts to the College of Education Senate responsibility to:

- a) interpret and implement the purposes and functions of the Assembly;
- b) initiate College policy with regard to academic matters;
- c) establish standing and ad hoc committees to carry out responsibilities as needed;
- d) receive and act upon reports of committees;
- e) report its actions, policy proposals, and recommendations to the Assembly;
- f) communicate faculty, staff, and student points of view;
- g) approve agenda;
- h) receive and consider, and refer appeals and grievances;
- i) review and approve department plans of organization;
- j) perform other functions as approved by the Assembly;
- k) advise the Dean on membership to committees that he/she establishes;
- l) annually review and advise the Dean on the College budget; and
- m) communicate with the University Senate on College Senate issues.

Section 4. Meetings

Regular meetings of the College of Education Senate shall be held during the Academic Year. Date, time, and place shall be decided upon by a majority of the membership. A quorum shall consist of a majority of its members. Meetings shall be open to all voting members of the CEA.

Section 5. Steering, Nominating, and Awards Committees

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A. Purpose: The purpose of the full Steering Committee is to propose the agenda for meetings of the College of Education Senate and the Assembly, to direct the business of the body to appropriate committees and through administrative channels of the College and University, and to advise and assist the Chair in carrying out responsibilities of the CEA and College of Education Senate. The Steering Committee functions as a committee on committees, and makes recommendations concerning committee membership to appropriate individuals or governing bodies. Agenda items may come from within the Steering Committee, from the Dean, or from other interested parties.

B. Membership: Committee shall be composed of the Chair, Chair-elect, and secretary of the Senate, a staff representative, a student representative and three additional faculty members—one elected by each Department from among its serving senators for one-year term. 50% of the Steering Committee constitutes a quorum. The Committee shall be chaired by the Senate Chair. [I would advise not including at large senators in the Steering Committee?]

The Faculty of the Steering Committee shall constitute a Faculty Advisory Committee to provide advice to the Dean and other administrators of the College, Campus, and System where appropriate.

C. Nominations: The Faculty of the Steering Committee shall also constitute a Nominating Committee, which facilitates the annual election of the Chair-elect of the CEA and Senate by implementing procedures adopted by the Senate and posted on the web site. The specific responsibilities of the Senate Nominating Committee are a. In advance of the Spring Assembly, to issue a call for nominations for Chair-elect of the College Assembly and Senate, including a listing of the responsibilities for the position of Chair and Chair-elect—and a call for nominations for At-Large Delegates to the Senate (including the At-Large Student, Staff, and Faculty Delegates) and for student voting representatives to the College Assembly.

b. To solicit nominations for Chair-elect of the College Assembly and Senate and for At-Large Delegates to the Senate.

c. To receive the written consent of each of the nominees for Chair-elect of the Senate and for At-Large Delegates.

d. To submit the slate of nominees and their written consents to the Secretary of the Senate.

e. To receive a written position statement (≤ 100 words) from each of the nominees Senate (highlighting a nominee's perspective on College goals and issues).

f. To disseminate the written position statements submitted by nominees to the campus addresses of all voting members of the College Assembly.

D. Awards: The Faculty of the Steering Committee shall also oversee the annual convening of a College Awards Committee. The College of Education confers annual awards to recognize the accomplishments of tenured and non-tenured faculty, students, and staff within the College. The College Awards Committee is charged with selecting the awardees from among those nominated by their Departments.

The committee implements the awards criteria and the submission process and selects awardees for all but the COE Leadership award from among those individuals nominated by their departments. The recipient of the COE Leadership award is selected by the Dean's Office from among the nominees for that award. The Awards Committee will review annually all awards criteria and processes and with input from the Senate modify criteria as deemed necessary. Specific awards and criteria will be posted on the COE web site.

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Section 7. Standing and Ad Hoc Committees

The College of Education Senate is authorized to establish Standing and Ad Hoc committees to conduct business and to carry out the responsibilities entrusted to them by the CEA. The purpose, procedures, and status as a Standing Senate or Ad Hoc committee shall be established with each committee's creation. The documents specifying such establishment will be circulated to the voting members of the full CEA. Specific procedures to establish or to eliminate Standing Senate as well as Ad Hoc Committees may be specified in the By-Laws of the College. Senate committees shall operate within the stipulations indicated in the By-Laws.

Section 8. Standing Committees

A. Purpose. The College of Education Senate is authorized to establish Standing Committees to conduct business and to carry out responsibilities entrusted to them by the College Senate and the Dean's Office. Standing Committees are established in areas where responsibility and accountability are shared between the Dean's Office and the College Senate.

B. Membership. Members of Standing Committees are selected from among the College faculty, staff, and students, with representation from each academic department within the College. Members need not be members of the College Senate to serve on Standing Committees. Departments may select members using appropriate procedures which may include election by the Department faculty, staff, and students, or by appointment of the chair. Committee composition from among faculty, staff, and student groups shall be determined by the Senate with the creation of each new Standing Committee, and shall reflect the appropriate constituents' interests in the business of each such committee. In addition to departmental members, the Dean shall appoint one representative from the Dean's Office to serve on each Standing Committee. The Dean's Office representative shall have full membership and voting privileges on such committees.

C. Charges. Charges are given to each Standing Committee by the Chair of the Senate with the advice and consent of the Dean. Charges include the scope of the work to be performed as well as a timeline for completion of the work on each charge.

D. Implementation. Once jointly approved by the Senate and the Dean, implementation of the recommendations of Standing Committees shall be the responsibility of the appropriate unit(s) in the College, including departments and the Dean's Office.

Section 9. Committee Chair and Members

The Chair and members of each committee shall be appointed by the Chair of the CEA with advice of the Steering Committee and the consent of the College of Education Senate, with stipulations indicated below. The Chair and Steering Committee shall act as a Committee of Committees with respect to the nomination of membership to all committees that are a part of the College of Education and come under the direct responsibility of the Senate, as appropriate. Additional regulations with regard to membership and the Committee Chair may be specified in

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the By-laws of the College.

The composition of each committee shall be established by the College of Education Senate at the time of creation of the committee.

The Chair of the College of Education Senate shall be an ex officio member of all standing and ad hoc committees established by the College of Education Senate.

- a. All committee Chairs shall perform the duties prescribed in parliamentary authority in addition to those assigned by the College of Education Senate.
- b. All vacating committee Chairs shall deliver to the Secretary all official material not later than ten days following appointment of their successors or the completion of their duties.

ARTICLE VI: College At-Large University Senate Members

Section 1. Eligibility

All persons who are faculty members of the CEA, as specified in ART. II, shall be eligible to be elected as College at-Large faculty members of the University Senate.

Section 2. Nominations and Elections

In any year in which a College at-Large faculty representative to the University Senate is to be elected, the Secretary of the College Senate, or the Secretary's designee, shall issue a call for nominations. Nominations may come from any faculty member of the CEA; however, the nominator must obtain the written consent of the nominee. If the number of nominations exceeds the number of vacancies, an election shall be held by secret ballot which will be sent electronically to the university email address of all faculty members of the College.. The Steering Committee of the College Senate shall serve as judge of the election and shall certify results to the University Senate.

Section 3. Vacancies

Recommendations to fill vacancies in any term of office of a College at-large representative to the University Senate shall be made by the Chair of the College Senate with the advice and consent of the College Senate to the University Senate Executive Committee.

CHAPTER III: ADMINISTRATIVE ORGANIZATION

ARTICLE I: Purpose and Functions

Section 1. Purpose and Functions

The College Administration shall provide leadership, supervision, and coordination of all educational programs. Its functions shall include, but not be limited to, providing leadership in:

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- a) the identification of social, economic, and political trends which have relevance for the mission of the college;
- b) the development of innovative and/or experimental programs of education;
- c) the pursuit and conduct of excellent scholarly research;
- d) the facilitation of excellence in teaching and other academic pursuits of faculty, staff, and students;
- e) the development of effective educational service to the University, State, and profession;
- f) improving the quality of education and human services in the State of Maryland, the nation, and internationally.

ARTICLE II: Dean and Central Staff

Section 1. Designations

The chief administrator of the College is the Dean, who shall have central staff composed of Associate and Assistant Deans, assistants to the Dean, and authorized support personnel.

Section 2. Appointments

Recommendations for the appointment of the Dean shall be made by an ad hoc search and screening committee. The committee size and composition shall be determined by the Vice President for Academic Affairs and Provost. The College Senate shall encourage the Provost to insure that a majority of committee members shall be tenure-track faculty members from the College of Education elected by the faculty of the College Senate. All tenure-track faculty members in the College shall be eligible for such election, providing that the composition of the committee does not include more than one faculty member from the same department.

Assistants to the Dean and all supporting personnel shall be appointed by and serve at the pleasure of the appropriate administrative officer, e.g., the Dean, Associate Dean or Assistant Dean.

Section 3. Consultation with Senate

The Dean is expected to meet with the College Senate on a regular basis in an effort to secure advice with regard to policy and practice of the College. The Dean may request that the Steering Committee place on the agenda of the Senate such items as are seen fit. The Steering Committee shall make every effort to grant such requests.

ARTICLE III: Administrative Units of the College

Section 1. Scope and Mission of Department

A department of the College shall consist of a group of faculty members with common or closely related disciplinary or mission-oriented interests. All faculty members or groups of faculty offering courses and programs in the College shall be members of at least one department. The immediate government of the department is vested in its departmental faculty, staff, and students as specified by the Plan of Organization of that department, which has jurisdiction over the interests of the department, including authority to determine all questions of departmental educational policy. Actions and policies which affect more than one department are subject to review and approval by the College of Education Senate.

Section 2. Department Membership

All faculty who are eligible to be voting members of the CEA shall have the right to vote and participate in their respective departmental meetings. The department Plan of Organization shall specify which and under what conditions student and staff members shall enjoy the rights of participation and voting in departmental meetings.

Section 3. Department Administration

The chief administrative office of a department is the Chair, whose appointment shall be recommended to the Dean by a search committee composed of and elected by the department faculty, plus two faculty members from other departments of the College appointed by the College of Education Senate. The Chairs of the departments of the College shall meet with the Dean, the Chair of the CEA, and whomever else the Dean specifies. This group shall follow an agenda as set by the Dean, in consultation with its members. Regular minutes of these meetings shall be published.

Each department shall have an appropriate committee structure that represents all members of the department. The membership and method of selection of committees shall be determined by each department with the stipulation that faculty, as defined by the faculty membership for the College Assembly, shall constitute a voting majority of that determinative body. A committee specified in the Plan of Organization of the Department shall advise the Chair in the general administration of departmental affairs and shall also have at least a majority of faculty.

Each department Plan of Organization and its actual operationalization shall be reviewed by the College of Education Senate to ensure appropriate participation in departmental matters every 5 years, or sooner if so requested by 25% of either the faculty, staff, or students who are members of the department.

Section 4. Grievances

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Grievances concerning conditions of personal and/ or professional welfare within departments shall be handled in accordance with a set of procedures applicable to all departments as established by the College of Education Senate. In the absence of special procedures, the College shall conform with those established by the University Senate or other relevant bodies of the Campus.

ARTICLE IV: Special Administrative Units

Organizations in the College other than Departments shall be known as Special Administrative Units. They shall serve specific purposes established by the dean with advice of the College of Education Senate.

CHAPTER III: STUDENT ORGANIZATION OF THE COLLEGE ENABLING ACTION

Responsibility for creating a student organization for each department rests with the students and faculty of that department. Responsibility for creating an all-College student organization rests with the departmental student organizations. Aspects of student participation shall be established at an appropriate time after the creation of the student organization. Students are invited to communicate directly with the CEA, Senate, and Committees that may be specified in the By-Laws.

CHAPTER V: AMENDMENTS, REVIEWS, AND REVISIONS

ARTICLE I: Amendments

Amendments to the Plan of Organization may be proposed at any meeting of the CEA during the academic year. Upon approval of the amendment by a majority of those eligible to vote and voting, any proposed amendment shall be submitted by mail to all members of the CEA eligible to vote within ten class days. An affirmative vote within two weeks of mailing by two-thirds of those voting shall constitute adoption.

ARTICLE II: Plan of Organization Review

This Plan of Organization, accompanying By-Laws, and Plans of the departments shall be reviewed at least every fifth year by an ad hoc committee appointed by the College of Education Senate. The first such review is to occur five years from the date of adoption of the Plan by the College of Education.

ARTICLE III: Revision

The requirements for adopting a revision of the Plan of Organization shall be as specified in Chapter V, Article I. Adopting a revision to the By-Laws shall be the same as described in

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Chapter VI, Article I.

ARTICLE IV: Ratification

Adoption of a new Plan shall go into effect in the Spring following ratification. All procedures specified in the newly adopted Plan and By-Laws shall be in force. This includes, for example, elections to take place in accordance with the new rules as approved.

ARTICLE V: Implementation

Implementation of the new Plan and By-laws shall be facilitated by the Steering Committee of the Senate and those additional persons invited by the Steering Committee to assist.

CHAPTER V: BY-LAWS

The CEA shall have the power to organize its constituents and to make By-Laws and regulations for its own proceedings so long as those By-Laws do not contravene the statutes of the University, the Powers of the Board of Regents, the powers delegated to the Chancellor and to the President, and this Plan of Organization.

Article I: Amendments

Amendments to the CEA's By-laws shall be presented in writing to the Senate members ten working days in advance of any regular meeting and shall require approval by a majority vote of the members of the Senate present and voting.

CHAPTER VI: RECALL and MEMBERSHIP

Section 1. Recall

Officers of the CEA and other elected or appointed persons covered by this Plan of Organization are subject to recall by the body which elected or appointed them.

Section 2. Annual Roster of Committees

At the outset of each school year, a list of persons serving on the Committees and the Senate (in addition to other College committees) is to be made available to faculty, staff, and students throughout the College. Faculty, staff, and students should consult their department Chair, unit director, or the Dean's office for a copy of the current membership list. Responsibility for preparation of this list is held by the Chair of the CEA in cooperation with the Dean's office.

By-Laws of the College of Education

Original Version – 2001-2002 academic year; Revised 2008-2009, 2009-2010

This set of By-Laws to the Plan of Organization of the College of Education was established by College of Education Senate pursuant to its authority to establish Standing and Ad Hoc committees of the Senate in consultation with the Dean's Office.

All of the following may be considered as standing College committees in that they are permanent in nature. The Senate and the Dean are also empowered to create ad hoc committees for specific, time-limited purposes (generally, less than one year). . Charges are given to each Standing Committee by the Chair of the Senate with the advice and consent of the Dean. The Senate may request a yearly report from, or consultation with, each standing committee. In addition, each committee member is responsible for timely dissemination of information about his/her committee's activities to his/her department and other relevant constituency groups.

A. COLLEGE APPOINTMENT, PROMOTION, AND TENURE COMMITTEE (APT)

The College APT Committee will function as the "Second-level Review" as specified in the Campus Policies and Procedures for Appointment, Promotion, and Tenure. The College APT committee will conduct reviews of faculty recommended for promotion and tenure by departments. Leadership would be determined by the Committee members. Committee composition: 3 Full Professors per Department; staggered two year terms; one ex officio member from the Dean's Office. (The regular review of tenured faculty, as mandated by campus policy, will occur at the departmental level in consultation with the Dean's office).

B. COLLEGE OF EDUCATION PROGRAM, CURRICULUM AND COURSE COMMITTEE (PCC)

The College PCC Committee reviews and acts on all program, curriculum and course proposals that are forwarded from Departments and/or from other units or entities in the College of Education. The Committee would be chaired by an Associate Dean, who would vote only as a tie-breaker. Committee composition: 3 members from each department, staggered in two year terms; one ex officio member from the Dean's Office.

C. FACULTY DEVELOPMENT COMMITTEE (FDC)

The FDC acts in support of faculty development activities, augmenting those that are offered by individual departments. Examples of activities include hosting P&T workshops and ensuring that all junior faculty members receive senior faculty mentors. The FDC also serves as an advisory committee to the Senate and the Dean in the area of faculty development. All members of the FDC shall be tenured and tenure-track faculty who are active and productive in scholarship and who are effective teachers. Leadership would be determined by the Committee

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members. Committee composition: 2 members from each department; staggered in two year terms; one ex officio member from the Dean's Office, who is responsible for the scheduling, announcing, and coordinating of activities sponsored by the FDC at the College level, including such activities as P&T workshops. Staffing and support for the activities of the FDC shall be provided by the Office of the Associate Dean for Academic Affairs.

D. COMMITTEE ON UNDERGRADUATE EDUCATION AND INITIAL CERTIFICATION/EDUCATOR PREPARATION (CIC)

The CIC focuses on undergraduate and initial certification/ educator preparation programs. The Committee guides the development and articulation of a statement of philosophy, objectives, and conceptual framework for the undergraduate initial certification of educator preparation programs. It reviews and makes recommendations to the COE Senate, COE Dean, and/or COE PCC, as appropriate, on issues related to curriculum; admissions and retention policies; degree requirements; cross-departmental and intra-university coordination; internships and pre-internship experiences; adherence to campus, accreditation, and state requirements and standards; diversity and equity issues; and the development of new programs, courses and policies.

Committee composition: one faculty member from each of these areas: (a) early childhood education; (b) elementary education; (c) middle education, secondary education and K-12 education; (e) special education; (f) reading; (g) school counseling; (h) school psychology; (i) administration and educational leadership; (f) representation from each area outside of the College – i.e., physical education, music education, library education, and agricultural education. In addition, there shall be one staff member elected at large by and from faculty and professional staff members eligible for membership in the COE. Two student members shall be elected by and from those students eligible for membership in the COE and/or related units and who are enrolled in one of the undergraduate and/or initial certification/educator programs; one student shall be from among graduate students and one from among the undergraduates. The composition of the committee may change, depending on change in the nature of undergraduate programs in the College. In addition, there shall be a sub-committee of the CIC representing the accreditation concerns of non-teacher preparation graduate programs.

E. GRADUATE EDUCATION COMMITTEE

The Graduate Committee is charged with developing, reviewing and monitoring the quality of all graduate policies pertaining to programs not included under the Undergraduate and Initial Certification/Educator Committee. The Committee guides the development and articulation of objectives and policies governing master's and doctoral programs as well as certificate programs and Executive Leadership programs as they are developed. The Committee is charged with developing the strategic initiatives of Goal 2.0 of the COE Strategic Plan. The Graduate committee is the principal liaison between the campus Graduate School and the College and interprets campus policy and evaluation requests for COE programs. The Committee makes recommendations to the COE Senate, COE Dean, and/or COE PCC, as appropriate, on issues related to curriculum; recruitment, admissions and retention policies; degree requirements; cross-departmental and intra-university coordination for the COE graduate programs as noted above.

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Committee composition: 2 representatives from each department; 2 graduate students selected by the Dean; Associate Dean for Graduate Education.

F. RESEARCH ADVISORY COMMITTEE

The Research Advisory Committee will be constituted in accordance with the College Strategic Plan to advise and consult with the Associate Dean for Research regarding research development across the departments and centers and institutes. The committee will assist in developing policies including identifying college wide infrastructure and other activities designed to increase research productivity within the College including the expansion of interdisciplinary research. Committee composition: Associate Dean for Research, 1 representative from each department, 1 member appointed by the Dean

G. OUTREACH ADVISORY COMMITTEE

The Outreach Advisory Committee reviews and makes recommendations to the COE Outreach Office and to the COE Senate, COE Dean, and/or COE PCC, as appropriate, on matters related to the outreach initiatives from the College of Education. These may address matters of overall policy; strategic planning; budgeting and resource management; staffing and organizational support; research and program evaluation; and development of innovative outreach programs. Committee composition: 1 member from each department; 3 at large members; Associate Dean for Outreach Programs; Assistant Director of Outreach Programs.

H. OFFICE OF INTERNATIONAL INITIATIVES ADVISORY COMMITTEE

The Office of International Initiatives Advisory Committee reviews and makes recommendations to the International Initiatives Office and to the COE Senate, COE Dean, and/or COE PCC, as appropriate, on matters related to the international initiatives from the College of Education. These may address matters of overall policy; strategic planning; budgeting and resource management; staffing and organizational support; research and development projects; support for internationalization initiatives for COE faculty, professional staff, and students; and support for international students and visiting faculty. Committee composition: 2 members from each department; Director of the Office of International Initiatives; Harold Benjamin Professor of International and Comparative Education.

I. ADVANCEMENT OFFICE ADVISORY COMMITTEE

The Advancement Office Advisory Committee reviews and makes recommendations to the COE Advancement Office and to the COE Dean, as appropriate, on matters related to the development and advancement initiatives from the College of Education. These may address matters of overall policy; strategic planning; budgeting and resource management; staffing and organizational support; and building college-wide support and cooperation. Committee composition: 1 member from each department; Director of the Advancement Office; Director of Alumni Relations; Director of Communications and Public Relations.

J. COMMUNITY COMMITTEE

The Community Committee attends to social and intellectual community-building issues within the College. The Committee shall be composed of the Chair-elect, a staff representative, a

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student representative, and three additional faculty members from each department to assure representation from across the College. 50% of the Community Committee constitutes a quorum. The Committee shall be chaired by the Senate Chair-elect.

K. BUDGET COMMITTEE

The Budget Committee provides advice to the College Senate and to the Dean on behalf of the COE faculty and staff regarding issues related to the financial direction, resources, and budget priorities of the College. The Committee reviews the College's annual budget, provides recommendations regarding the prioritization of requests for new funds, the reallocation of existing funds, and the reduction of funds, as well as advises the Senate and Dean on policies related to or influencing the College's financial position.

ADDENDUM TO COE REORGANIZATION PROPOSAL

This email includes additional information for the University Senate's consideration of the Proposal to Reorganize the College of Education. The following items are attached:

1. College of Education Senate Action-March 4, 2011: A memorandum regarding actions taken by the College of Education Senate in response to the University Senate postponement of consideration of the College's reorganization proposal.
2. A matrix that provides the College's rebuttal to concerns raised about the reorganization at the March University Senate meeting.

Additionally, at the suggestion of the University Senate, a vote of the College of Education was taken to indicate its support in moving forward with reorganization. Faculty, staff, and student representatives were asked to vote to confirm or reject acceptance of the College Senate's resolutions.

David Imig, Chair of the College of Education Senate, transmitted the results of the voting on the reorganization of the College of Education to me on March 31, 2011. Because the College of Education has been as inclusive as possible of all constituencies in our deliberation and as inclusive as on-line voting permitted of this reorganization, the following results reflect the raw vote counts by each constituency in the college:

- 151/225 or 67% eligible voters voted
- 75% of Tenure Track Faculty voted
- 75% of all voters, voted favorably
- 69% of Tenure Track Faculty voted favorably

The table below breaks out the results by categories:

Unit	Category	SubCategory	Vote Count	For	Against	Eligible
Combined	Faculty	TTTK	75	52	23	101
Combined	Faculty	Non-Tenured	28	21	7	52
Combined	Staff	Combined	41	35	6	59
Combined	Student	UGRep	4	4	0	6
Combined	Student	GradRep	3	2	1	7
Totals			151	114	37	225

However, in accordance with our valid Plan of Organization, our College Assembly is to be comprised of:

101 T/TK faculty

13 students (6 UG; 7 Grad)

1:10 ratio of staff to T/TK faculty in the college equating to a maximum number of 10 staff/non-TK faculty votes. (Weighting factor= 10/52+59)

TOTAL votes eligible= 124

Therefore, according to the Plan of Organization the following represent the votes of our College Assembly.

88 voted (71%) (denominator=124)

Votes for: 63 (72%) (denominator=88)

Votes against: 25 (28%) (denominator= 88)

MEMORANDUM

TO: College of Education Assembly

FROM: David Imig

SUBJECT: Actions Taken by the College of Education Senate

As part of a regularly scheduled monthly meeting of the College of Education Senate, with 19 members present and participating, the Senate took up the matter of the one month postponement, by the University Senate, of the College's reorganization proposal. The College Senate reviewed the events that transpired last Wednesday at the University Senate meeting, identified issues and concerns to be addressed, and engaged in a discussion with Dean Wiseman of ways to respond to queries of University Senators. Copies of Greg Hancock's presentation to the University Senate had been distributed prior to the meeting and he was afforded the opportunity to speak to the points made in that document.

After nearly 90 minutes of discussion, during which all Senators had the opportunity to speak (and did) , the Senate voted to adopt two resolutions. The first had to do with the Senate's prerogative to take action on behalf of the College Assembly. By a vote of 14 to 3 (with one abstention), the College Senate voted to move forward without a vote of the Assembly to endorse a recommendation for action.

A second vote then followed with the Senate calling upon the Dean of the College to respond to the issues and concerns raised at the meeting of the University Senate, highlighting the processes and procedures followed in arriving at the proposal for reorganization. That resolution also called for the College to move forward with reorganization. That resolution received a vote of 15 to 1 (with 3 abstentions).

The results of the vote were reported to the Office of the Provost, at their request.

On a personal note, I want all members of the Assembly to know how engaged the Senators were in this matter. Principles of faculty governance were articulated and strategic concerns were voiced. It invited some very helpful dialogue on the role of faculty, staff and students in the reorganization process and their responsibilities to both the College and the University. It also elicited and some memorable rhetoric.

Proposal to Reorganize the Departments of the College of Education
Rebuttal to Claims Made by Dr. Gregory Hancock at March Meeting of University Senate

Several senators at the March meeting of the University Senate requested a point-by-point rebuttal to the claims made by Dr. Gregory Hancock. The College would like to offer the following in response to this request. Below are the specific concerns that Dr. Hancock highlighted in his remarks, as well as a narrative response and specific page numbers of the proposal that address these concerns.

Concern about Reorganization	College's Response	Evidence in Proposal
<i>Why reorganize?</i>	<p>Five forces converged to create the impetus to begin reorganization discussions for the College, listed below. It should be noted that even in the years prior to the development of the Strategic Plan and under the leadership of former deans, conversations about reorganization took place within the Council of Chairs group.</p> <p><i>1) Advancing the goals of the College's Strategic plan:</i> In 2008, the College released an ambitious, action-oriented strategic plan, in line with the University's strategic plan. The College recognized that it needed to shift resources to a powerful, reduced set of programs and activities that were most closely aligned with the priorities of the strategic plan and maximize operational efficiency at all levels to become an agile and responsive organization. To achieve these objectives, specific recommendations were made including:</p> <ul style="list-style-type: none"> - Redistributing faculty and other resources to redress current imbalances; - Examining opportunities and implementing programs to decrease operational costs and increase efficiencies through economies of scale; - Reorganizing in such a way to optimally support scholarship, teaching responsibilities and support of student learning. <p><i>2) Addressing External Reviewers Criticism of Departmental Silos:</i> Reviews at the department level revealed academic silos that hindered the advancement of true interdisciplinary scholarship. Reviewers noted: <i>"There is something of a 'silo' effect at work here...The programs currently have far more independence (and fewer economies of scale and scope) than one would expect. This may be a propitious time...to reconsider and reevaluate the current structure and arrangement of its programs."</i> The perceived isolation of the departments was also felt by students, as commented in exit feedback.</p> <p><i>3) Eliminating Redundancies and Inefficiencies in a Climate of Fiscal Austerity:</i> With past and most-likely continued budget cuts, colleges at the University are obligated to act fiscally responsible and to employ fiscal management measures that promote accountability and</p>	<p>Page 1-2, Strategic Plan page 41</p> <p>Pages 1, 14 Pages 1-2, 15 Pages 1-3, 5-8</p> <p>Page 5</p>

Concern about Reorganization	College's Response	Evidence in Proposal
<p><i>Why reorganize? (con't)</i></p>	<p>cost-containment. Inefficiencies such as redundancy in course offerings were discovered through internal and external reviews. Courses that may have natural overlap are offered through more than one department or program within the College creating low-level enrollment. Lack of economies of scale and small, financially unviable departments and programs have created a need to examine the existing configuration of academic units within the larger organizational structure of the College.</p> <p><i>4) Responding to the Recommendations of Higher Administration</i> The Dean received a direct recommendation from the Provost to consider reorganization, a message that was also shared with the College community. In February 2009, in response to questions from a College faculty committee on reorganization, the Provost urged a reorganization that would:</p> <ul style="list-style-type: none"> • position the college for an accelerated ascent in rank of the best Education Colleges in the next ten years • promote interaction among faculty • avoid small and inefficient units and programs, and • be meaningful and attractive to potential outstanding faculty and students <p><i>5) Responding to the Changing Demands of Colleges of Education</i> To meet the challenges that are facing all education colleges, it is imperative that the College of Education at the University of Maryland reorganize to provide the structure that will enable the interdisciplinary practitioner education and research that are called for by today's educational context. The reorganization of schools and colleges of education is on the agenda of many of our peer institutions and there was a pervasive sense that this College should follow suit. Indeed, "right-sizing" education schools and reorganizing them into larger campus units, was much on the mind of many provosts; Nebraska, Iowa State, Tennessee, Minnesota, Arizona, and Michigan were just a few among the many places undergoing change.</p>	<p>Pages 1-2, 5, 14-15</p> <p>Pages 4-5</p>

Concern about Reorganization	College's Response	Evidence in Proposal
<p>Votes were constrained to be between competing severe reorganization structures --the final 89% vote was actually between two three-department models -- this is like voting between a poke in the eye and a sock in the jaw</p>	<p>The College Senate, the representative body of the College, developed a democratic and inclusive process to develop a suitable model of reorganization. It is true that the 89% approval may not indicate wholesale approval of the college reorganization, however it was not a choice between a “poke in the eye and a sock in the jaw.” This implies that faculty and staff were force-marched to make the choice between two undesirable outcomes. This is just not the case. At every point during this process there existed opportunity to voice concern and to take an active role in the shaping of the College's future. Indeed, a straight up-or-down vote did occur in the early stages of the reorganization where the College Assembly was asked to vote Yes or No on 6 possible models of reorganization. The instructions on the ballot asked for a “FOR or AGAINST vote for ALL of the six model variations.” The ballot included the following language: “In addition, please do <i>not</i> just vote for the one model that you like the most. Rather, consider which models could offer a reasonable (if not perfect) fit for you and your program area. We would like to identify more than one viable model for the second stage of voting.” Everyone who voted had an opportunity to vote against all models if they so wished – and had a majority of the Assembly done so, the process would have been halted to better address the concerns.</p> <p>After two rounds of on-line anonymous voting, first among 6 models, then between 2 models, the results indicated that 59% of the voters supported a move from the College's existing seven-department arrangement to a three-department model. As the College began consideration of governance and financial issues, questions and concerns regarding the proposed model emerged. The process was then halted to convene the Summer Reorganization Oversight Committee (SROC) which worked over Summer 2010 to address these concerns. The SROC recommended specific changes to the three-department model that had emerged from the previous round of voting. It was on this model that 89% approval was received.</p>	<p>Pages 8-10</p>
<p>Enable more cross-disciplinary work: Instead of reorganizing you can pull together: --special interest communities regarding topical issues; --establish interdisciplinary centers; and --incentives for cross-departmental</p>	<p>Numerous internal and external reviews all citing the same criticism that the departments in the College operated in silos, there was still nothing done to change the status quo. Perhaps the current departmental structure has been inhibiting the very ideas that Dr. Hancock suggests. Perhaps faculty in the smaller departments, with service commitments, participation in governance, advising students, dissertation committees lacked the free time to develop such tools of cross-departmental collaboration. Perhaps there was not adequate staffing support to assist with staffing special interest communities or submitting cross-departmental grants.</p>	<p>Pages 1, 3, 5, 8, 11, 13</p>

Concern about Reorganization	College's Response	Evidence in Proposal
collaboration.	Whatever the reason, while collaboration across existing COE departments are possible and are occurring in some instances, there is widespread agreement among our College faculty that reorganization has the potential to enhance significantly opportunities for new research collaborations and provide opportunities for development of innovative new education programs. Indeed, in anticipation of the proposed reorganization, faculty have already become galvanized and work has begun on creating interdisciplinary and innovative programs in higher education and educational leadership.	
Become a well-respected leader on pressing educational issues: --How does moving from seven departments down to three accomplish this? --Where is the chain of evidence?	It is true that just changing of administrative structures will not enhance the College of Education's reputation as a leader in education. However, the proposed departmental structure will create an environment where collaboration and innovation are fostered, rewarded and will synergistically grow. The College will continue its quest to achieve Top 10 status and recognizes the need to constantly push forward to better position itself to compete in a rapidly changing environment in which our programs and scholarship reflect innovation and embrace the 21 st century milieu. The development of innovative and interdisciplinary programs is one of the principle benefits of the reorganization, and once the College is totally reorganized, program changes that reflect changes in the profession, as well as new relationships among faculty, including new hires, will be expected and encouraged. It is important to note, that any future changes to academic programs will be made by the faculty, as this is under the defined purview of faculty in a shared governance structure. Cost savings from the reorganization can potentially be reallocated to support innovative programs, seed grants, incentive structures and other tools to encourage cutting-edge, interdisciplinary scholarship.	Pages 5, 11
Become competitive in a modern, technologically enhanced teaching and learning environment: --There is no explanation about how the reorganization utilizes new technology in a concrete way.	As one of the priorities outlined in the College's Strategic Plan, increasing the technological infrastructure of the College is paramount. Teaching in the 21st century has to require an emphasis on understanding how to use information technologies. Teachers need to instruct students on use of a variety of technologies, legitimate methods of Internet research, and how to identify useful information. Teachers in the 21st century also must have access to a host of cutting edge research about how students learn. They should know and be able to apply that research in their classroom. As the College streamlines its operations, right sizes its programs and creates other areas of efficiency, resources will be allocated towards technology in order to improve education delivery to our students.	Page 4, Strategic Plan pages 31-33

Concern about Reorganization	College's Response	Evidence in Proposal
<p>Streamline administrative structures to support a more nimble decision-making environment:</p> <p>--Why would we think a larger department could be more nimble?</p> <p>--Larger departments lead to levels of sub-governance to make sure all stakeholders are represented</p>	<p>The reorganization into three moderate-sized departments around faculty with common or complementary interests will streamline the College and departmental administrative structures, not only providing a cost savings, but also supporting a leaner, more nimble decision-making environment. The potential for more equitable shared participation in department-based committees and student support roles (e.g., admissions, advising, comprehensives, committees, etc.) will be facilitated through the proposed reorganization. For many faculty, required participation in governance and service, especially for roles outside of the department should be less burdensome and more equitable, especially for faculty from what had been the small departments. Finally, as programs with similar or complementary orientations are in one governance unit, there will be less competition for resources and greater likelihood that redundancy in courses as well as programs will diminish.</p>	<p>Page 1, 15</p>
<p>Provide Cost Savings:</p> <p>--What about the cost of reorganization?</p> <p>--What about the potential changes in enrollment resulting from this reorganization?</p> <p>--What about paying for the extra layers of interdepartmental support?</p> <p>--What about the money we will spend on infrastructure (new offices, etc.)</p>	<p>The cost of the reorganization is difficult to quantify, as to this point the only investment made was the time of the College's faculty, staff and students. However, the implementation of the reorganization surely will have associated upfront costs that will level out over time. There will be resources spent on physical facilities; however, the Benjamin Building needs renovation regardless of the College's departmental structure.</p> <p>The proposed reorganization will save the College a conservative estimate of \$500,000 per annum in administrative salary costs. Three well-staffed business offices will provide administrative support to each of the new units. Administrative and clerical staff will be distributed equitably across the new units and the College to assure that all three departments are staffed to provide seamless services and support. This will be accomplished without the investment of additional funds, but through the fair distribution of responsibilities and increased efficiency.</p> <p>Because this proposal is a change in the administrative structure of the College, and not a change to any of its programs or degrees, there should be no substantial impact to student enrollment. Programs will only change at the request of faculty within the particular discipline.</p>	<p>Pages 14-15</p>

**SENATE EXECUTIVE COMMITTEE
PROCEDURAL MOTION FOR THE PCC PROPOSAL TO
REORGANIZE AND RENAME THE DEPARTMENTS IN
THE COLLEGE OF EDUCATION
APRIL 7, 2011**

The Senate Executive Committee (SEC) proposes a procedural motion for discussion of the PCC Proposal to Reorganize and Rename the Departments in the College of Education:

In order to allow the maximum number of individuals the opportunity to express their views, speakers will be limited to five minutes each.