

April 1, 2015

MEMORANDUM

TO: University Senate Members

FROM: Donald Webster
Chair of the University Senate

SUBJECT: University Senate Meeting on Wednesday, April 8, 2015

The next meeting of the University Senate will be held on Wednesday, April 8, 2015. The meeting will run from **3:15 p.m. – 5:00 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 February 11, 2015 Senate Minutes (Action)
3. Report of the Chair
4. PCC Proposal to Establish a Bachelor of Science in Information Science (Senate Doc. No. 14-15-25) (Action)
5. PCC Proposal to Rename the Bachelor of Science in Operations Management to Operations Management and Business Analytics (Senate Doc. No. 14-15-30) (Action)
6. Revisions to the Senate Bylaws (Senate Doc. No. 14-15-20) (Action)
7. Review of Mid-Semester and Early Warning Grades Policies and Procedures (Senate Doc. No. 13-14-36) (Action)

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

8. Special Order of the Day

David Mitchell

Chief of Police/Director of Public Safety, University of Maryland

Police Department

Active Shooter / Threat Preparedness

9. New Business

10. Adjournment

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

University Senate

February 11, 2015

Members Present

Members present at the meeting: 93

Call to Order

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

Approval of the Minutes

Chair Webster asked for additions or corrections to the minutes of the December 11, 2014, meeting. Hearing none he declared the minutes approved as distributed.

Report of the Chair

Nominations Committee Replacement

Chair Webster reported that the exempt staff member originally elected to the Nominations Committee at the December 11, 2014, Senate Meeting had accepted a position outside of the University. He recognized Kevin Pitt, who had also served as Chair of the Campus Affairs Committee, thanked him for his service to the Senate and wished him well in his new position. He noted that it was essential that all constituencies are represented on this important committee. The Committee on Committees nominated and approved a replacement senator to fill the vacancy. Webster stated that because the Senate was not in session at the time and the Nominations Committee was scheduled to meet, the Senate Executive Committee approved the committee's nomination of Kurt Klier to fill the vacancy. He noted that according to the Senate Bylaws, the Senate must be informed of any such actions at its next scheduled meeting. He asked if there were any objections to the SEC approval; hearing none, he declared the nomination approved.

Senate Elections

Chair Webster reported that the candidacy period for all staff, student, and single-member constituency senators for 2015-2016 had ended on February 6, 2015. He noted that the election period would run from February 23, 2015, through March 6, 2015. He encouraged those in attendance to run to be a senator, or to encourage colleagues to do the same. Webster noted that details about the timeline and process were available under the "Elections" tab on the Senate website (senate.umd.edu).

Senate Elected Committees/Councils

Chair Webster stated that all senators should have received an email from the Senate Office detailing available positions on senate-elected committees/councils for 2015-2016. This includes the Senate Executive Committee, Committee on Committees, Athletic Council, Council of University System Faculty (CUSF), and the Campus Transportation Advisory Committee (CTAC). We are looking for individuals interested in serving on these important bodies. Please visit the Senate website for information on how to nominate yourself or a colleague.

Spring Senate Meetings

Chair Webster stated that we are anticipating a significant amount of work coming out of our committees during the remaining meetings of the semester. Please note that the April 23, 2015, meeting will be the last for outgoing senators. May 6, 2015, is the transition meeting when new senators will be seated.

Proposal to Streamline the University's Marijuana Policy with State Policy (Senate Doc. No. 13-14-13) (Information)

Chair Webster stated that the Proposal to Streamline the University's Marijuana Policy with State Policy report from the Campus Affairs Committee had been provided to the Senate as an informational report. The Campus Affairs Committee was asked to consider whether University policies and procedures should be revised to accommodate medical marijuana use and align our policies with the State of Maryland's affirmative defense law. The committee considered state and federal laws, reviewed University policy, surveyed Big Ten and peer institutions, and reached out to many offices on campus for information.

The conflict between state and federal law make it very difficult for institutions of higher education to adopt policies to accommodate use or possession of marijuana for a medical purpose. While state law has been evolving on medical marijuana, federal law has not. Use or possession of marijuana is illegal under federal law, in any circumstances. As a higher education institution, the University of Maryland's federal funding and all student aid funding are contingent on compliance with federal laws, including the Drug-Free Schools and Communities Act, the Controlled Substances Act, the Drug-Free Workplace Act of 1988, and the Occupational Safety and Health Act. The Campus Affairs Committee states that until a clear exemption is made in federal law for medical use of marijuana, noncompliance would put the University at considerable risk of losing federal funding.

Considering these risks, the committee voted unanimously to make no recommendation to amend University policies or procedures to allow use of medical marijuana on campus. The committee also recommends that the University should not reconsider revising University policies or procedures until federal law is amended related to the use of marijuana for a medical purpose. In

addition, the committee has asked that a copy of this report be forwarded to the System Office for information, because any future policy changes related to this issue should originate from the USM, since this involves a great deal of risk and financial consequences.

Review of the University of Maryland Plan of Organization (Senate Doc. No. 14-15-19) (Action)

Charles Wellford, Chair of the Plan of Organization Review Committee, presented the revised University of Maryland Plan of Organization and provided background information on the committee deliberations and recommendations.

Wellford noted that the Committee was guided by past actions of the Senate, proposals to the Senate that affected the Plan, and issues raised by the Senate Office since the last review in 2006. The Committee asked the Senate Office staff to annotate all of these issues into the Plan but refrained from considering any additional issues outside of this process.

The Committee held 15 meetings of the full committee to complete its review. The Committee reviewed the University System of Maryland (USM) Policy on Shared Governance to gain a broader perspective of shared governance principles. The Committee also met or consulted with the Director of Athletics, the Chair of the Athletics Council, representatives of the Office of Institutional Research Planning and Assessment (IRPA), and the Executive Director of the Universities at Shady Grove. In addition, the Committee reviewed data on election results and voter counts, constituency population trends, and peer institution data.

Wellford stated that the Committee's report outlines the key issues that the committee considered. The Committee spent a large portion of its time defining "faculty" and their role on the Senate. The Non-Tenure-Track Faculty Task Force, and the Elections, Representation, and Governance Committee had done extensive work on the role of non-tenure-track (now professional track) faculty. In November 2014 the Senate approved a new University of Maryland Policy on Professional Track Faculty. In considering this issue the Committee agreed that the Senate should not grow too much beyond 200 voting members. In addition, the Committee agreed that tenured/tenure-track faculty should be at least 50% of the Senate. The Committee decided to recommend that full-time professional track faculty should be defined in the faculty constituency as one of the types of faculty at the University. This would allow them to be apportioned senate representation by total population at the college-level instead of the single-member representatives that they currently have. As is current practice in constituency based voting, they would be counted as faculty. The Committee recommends that the ratio of tenured/tenure track faculty be changed to 1:15 and the ratio of professional track faculty be made 1:30. This would result in a slight

increase of tenured/tenure-track faculty from 102 to 109 (50%) and an increase of professional track faculty from 4 to 26 (12%). As recommended by the ERG Committee, we did consider changes to the staff membership categories. It is recommended that the staff constituency be changed from six categories to four in response to changes in federal government employment categories used by our campus that are too granular for representational purposes. Instead, the Committee agreed to recommend dividing the staff into exempt and non-exempt categories separated by academic colleges and administrative divisions to insure balanced staff representation. The Committee also responded to past actions of the Senate to include the Department of Intercollegiate Athletics in the Senate more effectively by recommending that the Director of Athletics be included as a non-voting ex-officio member of the Senate and by more clearly defining the relationship and interaction between the Senate and the Athletic Council. The Committee also recommends adopting current practice for resolving ties in elections as well as defining officers/advisors of the Senate. The Committee also proposes a more detailed section on the review process for plans of organization highlighting the steps that have to be taken whenever a Plan is approved. Finally, the Committee revised the Senate Bylaws to conform to the Plan, incorporating changes to administrative structures and nomenclature, and reviewing Senate committee membership to evaluate effectiveness and efficiency. These changes to the Bylaws shall be put forward to the Senate following final approval of the Plan.

Webster opened the floor to discussion of the proposal.

Senator Belcher, undergraduate student, College of Behavioral and Social Sciences, made a motion to amend section 8.2.a of the Plan to increase the undergraduate student representation on the Senate Executive Committee (SEC) from two to three as follows in pink:

8.2.a The Executive Committee shall include the Chair and Chair-Elect of the Senate and the following: seven faculty members, elected by and from the faculty Senators; ~~two staff members~~ **one exempt staff member elected by and from the exempt staff Senators; one non-exempt staff member elected by and from the non-exempt staff Senators;** ~~one elected by and from the staff Senators;~~ **two three** undergraduate student members, elected by and from the undergraduate student Senators; and ~~one~~ **two** graduate student members, elected by and from the graduate student Senators. The President and the Senior Vice President for ~~Academic Affairs~~ & Provost or their representatives, **the Parliamentarian, and the Executive Secretary & Director** shall be non-voting **ex officio** members of the Executive Committee. ~~The Parliamentarian shall be a non-voting member of the Executive Committee.~~

The motion to amend was seconded.

Webster opened the floor to discussion of the amendment.

Senator Belcher thanked the Plan of Organization Review Committee for their work on the Plan. He noted that it was a much improved Plan that reflects the evolving responsibilities of all constituencies and the governance and functioning of the University. He also noted the importance of appropriate representation of the professional track faculty. He stated that the intention of his amendment was to increase representation of undergraduate students on the Senate Executive Committee. His rationale for the amendment was to make student representation proportional to student populations at the University. He noted that there are several Senate committees that have proportional representation of undergraduate and graduate students, which provides a precedent for the additional change to the SEC. He noted that he understood the committee's rationale for adding a graduate student in order to ensure their voice in case one representative is absent. He is advocating for an increase in undergraduate student representation to increase the amount of student perspectives provided to the committee. He believes these additions will bring about better conversations in the committee.

Wellford thanked Senator Belcher for his remarks but urged the Senate to reject the amendment. He noted that this issue was raised with the committee but they declined to make this recommendation. He stated that the committee agreed to increase the number of graduate students on the SEC because attendance data revealed that in several meetings no graduate student representation was present. There was no such issue with undergraduate student representation. The committee also noted that the SEC is not elected proportionally. Wellford stated that substantively there was not an issue to drive the committee to recommend a change to undergraduate student representation. Procedurally, the committee focused on actions taken by the Senate, reports provided by the Senate, or problems raised by the Senate staff. The committee found that the undergraduate representatives on the SEC were regularly in attendance and actively engaged at meetings. He urged students to instead use the amendment process prescribed in the Plan to allow for a full discussion informed by the deliberations of the committee and the Senate.

Webster called for a vote on the amendment. The result was 27 in favor, 54 opposed, and 7 abstentions. **The amendment failed.**

Webster opened the floor to further discussion of the proposal.

Senator Ellis, non-tenured research faculty, stated that the committee did exemplary work. He noted that as the only representative of all research faculty he is looking forward to the future when his colleagues can introduce themselves

as one of many research faculty from individual colleges. He thanked the committee members for their work on the Plan and urged senators to support the revisions.

Hearing no further discussion, Chair Webster called for a vote on the revised Plan of Organization. The result was 77 in favor, 9 opposed, and 3 abstentions. **The motion to approve the revised Plan of Organization passed.**

Hazing Policy Revision (Senate Doc. No. 13-14-31) (Action)

Kasey Moyes, Chair of the Student Conduct Committee, presented the Hazing Policy Revision and provided background information.

Webster opened the floor to discussion of the proposal; hearing none, he called for a vote on the proposal. The result was 82 in favor, 1 opposed, and 6 abstentions. **The motion to approve the proposal passed.**

Update Adjunct 1 & 2 Classification Policy (Senate Doc. No. 13-14-15) (Action)

Devin Ellis, Chair of the Faculty Affairs Committee, presented the Updated Adjunct 1 & 2 Classification Policy and provided background information.

Webster opened the floor to discussion of the proposal; hearing none, he called for a vote on the proposal. The result was 84 in favor, 3 opposed, and 6 abstentions. **The motion to approve the proposal passed.**

New Business

There was no new business.

Adjournment

The meeting was adjourned at 3:53 p.m.



University Senate TRANSMITTAL FORM

Senate Document #:	14-15-25
PCC ID #:	14024
Title:	Proposal to Establish a Bachelor of Science in Information Science
Presenter:	Gregory Miller, Chair, Senate Programs, Curricula, and Courses Committee
Date of SEC Review:	February 12, 2015
Date of Senate Review:	March 5, 2015
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 Information Studies proposes to establish a Bachelor of Science in Information Science. Information Science has emerged as an interdisciplinary field of study that explores major issues at the confluence of information, technology, and people. As data collection and analysis expands across all sectors, this program will prepare students to make a difference through information and technology by understanding, assessing, creating and managing systems to meet the needs of people, organizations and society in a variety of contexts.</p> <p>This program will draw on the strengths of the College of Information Studies across several domains: information policy, digital curation, information behavior, knowledge management, information visualization, mobile computing, online behavior, records management, social network analysis, information retrieval, privacy, and others. The program will differ from traditional Information Systems degree programs, which are typically offered by business schools and focus on system analysis and design within a business context. The proposed program will focus more on the nature of information, information behavior, and information technology, as it engages with a broader spectrum of information contexts, such as non-profit, government, and individual contexts. The program will provide excellent preparation for students interested in a variety of careers that include analyst, user experience and user interface designer, content manager,</p>

	<p>records manager, project manager, webmaster, knowledge manager, privacy officer, litigation support manager, and online community manager, among others.</p> <p>To earn the degree, students must complete 120 credits, of which 48 credits will be required for the major. There will be 33 credits of core requirements, including Introduction to Information Science; Information Organization; Information User Needs and Assessments; Teams and Organizations; Data Modeling and Manipulation; Technologies, Infrastructure and Architecture; Statistics for Information Science; Professional Writing, Object-Oriented Programming, User-Centered Research and Design, and Integrative Capstone (Systems Analysis & Design). Students will also take 15 credits of restricted electives, for which students may opt to take an informal specialization in Data Science, which would include the following courses: Information for Decision Making; Data Sources and Manipulation, Advanced Data Science, Web-Enabled Databases, and Data Visualization.</p> <p>This STEM program will require new resources, and program delivery will begin only when those resources are identified. The first offering is planned to be at the Universities at Shady Grove, and resources from the University System of Maryland will be sought as part of a larger, system-wide, strategy for increasing instructional capacity in STEM fields in Montgomery County.</p> <p>The Senate PCC committee approved the proposal at its meeting on February 6, 2015.</p>
Relevant Policy # & URL:	N/A
Recommendation:	The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this new Program.
Committee Work:	The Committee considered the proposal at its meeting on February 6, 2015. Ann Weeks and Susan Winter of the College of Information Studies, presented the proposal and responded to questions. After discussion, the Committee voted unanimously to recommend the proposal, with the following strong recommendation. The Committee discussed a potential gap in the curriculum related to students developing a sufficient understanding of the role of language and culture in data elements. The PCC recommended that the College look for opportunities to address this either through courses in Linguistics, Anthropology, or Language, or through modules within the proposed courses. The College responded positively by indicating that they would look to address that gap by incorporating language and culture elements in its core courses,

	through a specialization in e-discovery, and by recommending LING220 once the program is delivered on the College Park campus. The PCC focused on initial delivery of the program at the Universities at Shady Grove, and recommended that the College return to the PCC prior to first delivery of the program on the College Park campus, with the expectation that revisions will likely be identified after some experience is gained at Shady Grove.
Alternatives:	The Senate could decline to approve the new program
Risks:	If the Senate does not approve the new program then the University will lose an opportunity to offer a new program that will help students gain advanced technical knowledge and strong administrative and communication skills, skills that will prepare them for the expanding field of information-related occupations.
Financial Implications:	This program will require new resources, and program delivery will begin only when those resources are identified.
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 Board of Regents, 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.

14024

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

College/School: INFO - College of Information Studies
College/School Unit Code-First 8 digits: 01203500

Department/Program: College of Information Studies
Department/Program Unit Code-Last 7 digits: 1350101

Type of Action (choose one):

- | | |
|---|---|
| <input type="checkbox"/> Curriculum change (including informal specializations) | <input checked="" type="checkbox"/> <i>New academic degree/award program</i> |
| <input type="checkbox"/> Curriculum change for an LEP Program | <input type="checkbox"/> New Professional Studies award iteration |
| <input type="checkbox"/> <i>Renaming of program or formal Area of Concentration</i> | <input type="checkbox"/> New Minor |
| <input type="checkbox"/> <i>Addition/deletion of formal Area of Concentration</i> | <input type="checkbox"/> Request to create an online version of an existing program |
| <input type="checkbox"/> <i>Suspend/delete program</i> | |

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

Summary of Proposed Action:

The College of Information Studies (iSchool) proposes to offer a Bachelor of Science in Information Science (BSIS) degree. Information Science has emerged as an interdisciplinary field of study that explores major issues at the confluence of information, technology, and people. As data collection and analysis expands across all sectors, an information rich society requires skilled professionals able to help develop and use new information methods and technologies in diverse settings. The BSIS is a STEM program that prepares students to make a difference through information and technology by understanding, assessing, creating and managing systems to meet the needs of people, organizations and society in a variety of contexts.

BSIS will provide both breadth and depth developing graduates that select the right problems to work on, apply intellectual rigor and practical judgment in designing solutions, and exemplify professionalism through effective communication and collaboration. BSIS graduates will understand the context of problems, respect diversity, and leverage the powerful tools of the information age. The program is designed to allow students to complement their general education studies by gaining breadth and depth in core Information Science concepts and techniques. Graduates are expected to be employable in a variety of information science positions in non-profit, for-profit, government, and entrepreneurial settings and to be well-prepared to undertake advanced graduate studies in their field of choice.

Departmental/Unit Contact Person for Proposal: Susan J. Winter

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

1. Department Committee Chair Susan J Winter Susan J Winter 12-9-14
2. Department Chair _____
3. College/School PCC Chair ANN C WEEKS Ann C Weeks 12-9-14
4. Dean JENNIFER PREECE Jennifer Preece 12-9-14

5. Dean of the Graduate School (if required) _____

6. Chair, Senate PCC GREGORY MILLER Shuman 2/6/15

7. University Senate Chair (if required) _____

8. Senior Vice President and Provost _____

PROPOSAL FOR
NEW INSTRUCTIONAL PROGRAM
UNIVERSITY OF MARYLAND AT COLLEGE PARK, MARYLAND
BACHELOR OF SCIENCE IN INFORMATION SCIENCE DEGREE

COLLEGE OF **INFORMATION STUDIES**
DEAN **JENNIFER PREECE**

BACHELOR OF SCIENCE

I. EXECUTIVE SUMMARY

The College of Information Studies (iSchool) proposes to offer a Bachelor of Science in Information Science (BSIS) degree. Information Science has emerged as an interdisciplinary field of study that explores major issues at the confluence of information, technology, and people. As data collection and analysis expands across all sectors, an information rich society requires skilled professionals able to help develop and use new information methods and technologies in diverse settings. The BSIS is a STEM program that prepares students to make a difference through information and technology by understanding, assessing, creating and managing systems to meet the needs of people, organizations and society in a variety of contexts.

BSIS will provide both breadth and depth developing graduates that select the right problems to work on, apply intellectual rigor and practical judgment in designing solutions, and exemplify professionalism through effective communication and collaboration. BSIS graduates will understand the context of problems, respect diversity, and leverage the powerful tools of the information age. The program is designed to allow students to complement their general education studies by gaining breadth and depth in core Information Science concepts and techniques. Graduates are expected to be employable in a variety of information science positions in non-profit, for-profit, government, and entrepreneurial settings and to be well-prepared to undertake advanced graduate studies in their field of choice.

II. OVERVIEW and RATIONALE

The iSchool takes an interdisciplinary approach and uses a wide variety of methodologies to explore major issues at the confluence of information, technology, and people. In the digital age, information science has emerged as a major field of study addressing the challenges of building an information-rich society. More data and more diverse forms of data, advanced technologies, and changing human needs have created an explosion of interest in advancing information science and practice. Methods and technologies for creating, collecting, classifying, representing, organizing, storing, curating, manipulating, accessing, retrieving, presenting, applying and analyzing information play a central role in yielding valuable insights and informing decision making. Equally important is tailoring these methods and techniques to the individual and social context in which digital information is a major concern including the cultural, economic, historic, legal and political environment.

Traditionally, information science has been the purview of highly specialized knowledge institutions such as libraries, museums and archives. Now, information challenges are being faced by a broad range of organizations, communities and individuals. Massive amounts of data are being routinely collected and analyzed leading to new discoveries and significant changes in government, business, science and society at large. The proposed Bachelor of Science in Information Science (BSIS) will help meet the growing need for skilled professionals who can understand, assess, create and manage information systems to meet stakeholder needs.

The BSIS prepares students to make a difference through information and technology by selecting the right problems to work on, applying intellectual rigor and practical judgment in

designing appropriate solutions, and exemplifying professionalism through effective communication and collaboration. BSIS will provide both breadth and depth developing employable graduates that understand the context of problems, respect diversity, and leverage the powerful tools of the information age.

The proposed BSIS is an innovative STEM degree program (Higher Education General Information Systems (HEGIS) code 0702: Information Sciences and Systems; U.S. Department of Education's National Center for Education Statistics Classification of Instructional Programs (CIP) code 11.0404 Information Science/Studies) that addresses the growing organizational demand for skilled information professionals who know how to manage information resources and technology in diverse domains, as well as those who understand data and information management, organizational management, information policy, computer science, and information systems. Consistent with the UMD Strategic Plan, the proposed program would "educate engaged and thoughtful citizens for life in a complex, vibrant, democratic society" and "enhance the State's economic well-being." By providing an integrated, interdisciplinary STEM educational experience with a balance of theoretical knowledge and practical skills, the BSIS will create new opportunities for students not currently served by the existing programmatic offerings in computer science, engineering, social sciences, the liberal arts, and humanities.

The BSIS will provide a broad grounding in information science concepts through a set of required core courses and depth in an area that best represents the student's interests by completion of advanced elective courses. The BSIS program is a bachelor's degree program for upper division college students with a basic understanding of a programming language, human psychology, statistics, and advanced mathematics. The program is designed to allow students who have completed their general education studies to complete their degree in two calendar years. It is not necessary that students have specific technology experience, although most are expected to come with knowledge of, and experience with, a variety of technologies. It is expected to attract a broad array of students who are interested in careers where the following are lead objectives:

- Meeting the needs of information creators and potential users who require continuing information organization, analysis, curation, monitoring, retrieval and analysis.
- Modifying and evolving approaches to meet changing information needs.
- Managing both published and unpublished information, where the volume of information is growing and is likely to be unstructured.
- Tying information management to personal, organizational and community objectives.

Graduates will be employable in a variety of information-intensive venues such as knowledge management offices, municipal, special and corporate libraries, auditing or legal offices, management services, administrative analysis settings, and elsewhere. Job titles are expected to include: Analyst, User Experience and User Interface Designer, Content Manager, Records Manager, Project Manager, Webmaster, Knowledge Manager, Privacy Officer, Litigation Support Manager, Online Community Manager, among others. The new BSIS degree will also provide excellent preparation for students who choose to continue their studies through enrollment in the existing specialized master's level degrees that the iSchool offers.

The new degree will draw on iSchool faculty strengths and research interests in several Information Science domains (e.g., information policy, digital curation, information behavior, knowledge management, information visualization, mobile computing, online behavior, records management, social network analysis, information retrieval, privacy, and others). Resources permitting (and by vote of the Faculty Assembly), the iSchool will initially offer a general Information Science degree and a specialization in Data Science (DS). Additional specializations may be added as resources permit to meet market needs.

Market Analysis and Need

In this information age, the market for sophisticated information professionals has grown dramatically and, like many STEM fields, Information Science is undergoing rapid growth. Employment for graduates with the skills and experiences provided by the BSIS program is expected to continue to increase much faster than the average for all occupations primarily due to the rapid growth among computer-related occupations and the need for high-level leadership. The 2012 Occupational Outlook Handbook of the Bureau of Labor Statistics reports that demand will be highest for graduates with advanced technical knowledge and strong administrative and communication skills¹.

While other colleges and universities in the vicinity offer bachelor's degrees in information systems (see Table 1), the UMD iSchool information science program proposed here is unique. The BSIS will be a STEM degree that is grounded in a perspective that equally emphasizes information, technology, and people and integrates significant design and development components. In contrast, other local programs are offered in departments and schools with a different perspective and focus. Schools of Business focus on managerial decision making to meet the needs of industry providing limited focus on information, interaction and system design and development. The industry focus of Schools of Business also limits the applicability of these information systems degrees to the needs arising from market failures and the information issues of non-profits, governments, society and individuals. Programs in departments of Computer Science, Engineering, Information Technology, and Professional Studies develop graduates with strong technical skills, but put less emphasis on leveraging the affordances and constraints inherent in the social and organizational context of application domains.

Schools of Business	Howard University Loyola University of Maryland Morgan State University Salisbury University University of Baltimore University of Maryland College Park
Departments of Computer Science, Engineering, and/or Information Technology	George Mason University Towson University University of Maryland, Baltimore County University of Maryland College Park University of Maryland University College
Professional Studies	George Washington University

Table 1. Colleges and universities in the College Park Maryland vicinity offer bachelor's degrees in related areas

¹ <http://www.bls.gov/ooh/>

In the Baltimore, MD-Washington, DC, metropolitan area, the University of Maryland's program will be the only bachelor's degree in information science that is offered by a College of Information Studies, thus the only program with the balanced and broad iSchool perspective. Appendix A lists bachelor's programs in information systems in Maryland and the Washington, DC, metropolitan area.

Similarly, each of Maryland's Historically Black Institutions (HBIs) (Bowie State University, Coppin State University, Morgan State University, and University of Maryland Eastern Shore) offer undergraduate programs with an emphasis on the business environment that have some overlap with the proposed BSIS. However, these programs emphasize aspects of information systems, technology, and processes that differ from the BSIS proposed by the iSchool. Bowie State University offers a Bachelor of Science in Business Information Systems, and Coppin State offers a Bachelor of Science concentration in Management Information Systems. Both of these programs are offered by business schools, where coursework integrates the study of management information systems with topics in business, accounting, and economics and coverage of information science issues outside of industry settings is limited. Morgan State University offers a Bachelor of Science in Information Systems, also through its Business School, which prepares students for managerial decision-making and careers in corporate and business environments, or for graduate programs that require a business background. The proposed BSIS stands apart from these degree programs in its designation as a STEM program and in its mission to prepare students for careers with a significant design and development component in sectors beyond business, including government and non-profit organizations.

In the international iSchool community of academic programs, bachelor's degree programs have been increasing in number in recent years. Fourteen self-identified iSchools² in the United States currently offer Bachelor of Science degrees. Of those, eight programs are similar to the proposed program in terms of the topical emphasis of the curriculum and prerequisites, which combine information studies, computer science, statistics, and mathematics. Appendix B describes all Bachelor of Science programs in United States iSchools, with similar programs indicated in bold font.

Initial Specialization in Data Science: Within the information sciences, there is a particularly healthy job market for "big data-savvy...professionals at all levels."³ As digital data generation and storage have undergone exponential growth, there is a pressing need for graduates able to leverage big data to create new opportunities by increasing organizational transparency, instrumenting controlled digital experiments, tailoring offering to population segments, supporting human decision-making, and encouraging innovation.⁴ McKinsey Global Institute reports that, "By 2018 the United States alone faces a shortage of 140,000 to 190,000 people with analytical expertise and 1.5 million managers and analysts with the skills to understand and make decisions based on the analysis of big data."⁵ The Bureau of Labor Statistics recognizes big

² See www.ischools.org for a list of iSchools.

³ Dillow, C. (2013). Big employment boom. *Fortune*, 09/04/2013. Available at: <http://tech.fortune.cnn.com/2013/09/04/big-data-employment-boom/>

⁴ Ibid

⁵ Manyika, J., Chui, M., Brown, B., Bughin, J., Dobbs, R., Roxburgh, C., & Hung Byers, A. (2011) Big Data: The Next Frontier for Innovation, Competition and Productivity, McKinsey Global Institute. ¹McKinsey&Company (May 2011), Available at:

data as a major growth area and reports that big data work is happening across several of its current occupational and industry classes.⁶

On November 23, 2014, a one-time search of two online employment databases representing private and federal government sectors found many opportunities for graduates (within 60 miles of College Park, MD for Monster and in Maryland, DC and Virginia for USAJobs). The keywords and hits are reported below in Table 2.

	Monster (private sector)	USAJobs (federal government)
Data analysis	779	239
Data mining	71	6
Data scientist	49	30
Data specialist	405	185
Information analysis	1,000+	385
Total	2,300+	945

Table 2. Data- and information-oriented job opportunities near College Park Maryland for BSIS graduates. Figures might include duplicates where two keyword searches retrieved the same job.

The proposed program includes a specialty in Data Science. Only a handful of programs in the United States offer undergraduate majors, minors, or concentrations in data science, which has been called, “the competitive advantage of the future.”⁷ Locally, George Mason University in Fairfax, Virginia, offers a B.S. in Computational and Data Science with much more of an emphasis on mathematical modeling and less coverage of information science issues and of contextual application. Currently, no other iSchool offers an undergraduate data science specialty, nor do any other universities with a classification of Very High Research Activity Research Universities (formerly, ‘R1’) from the Carnegie Foundation for the Advancement of Teaching. Appendix A lists bachelor’s programs in data science in Maryland and the Washington, DC, metropolitan area

The proposed BSIS will enable the iSchool and the University of Maryland to increase access to high-quality, professional STEM education for residents of Maryland. Because of the University’s and College’s reputation, students from other locations will be attracted to the BSIS program, as well.

III. CURRICULUM

Description of the BSIS

http://www.mckinsey.com/Insights/MGI/Research/Technology_and_Innovation/Big_data_The_next_frontier_for_innovation

⁶ Royster, S. (2013). Working with big data. *Occupational Outlook Quarterly*, 57(3). Available at: <http://www.bls.gov/opub/ooq/2013/fall/art01.pdf>.

⁷ Booz Allen Hamilton. 2013. *The Field Guide to Data Science*. Available at: <http://www.boozallen.com/media/file/The-Field-Guide-to-Data-Science.pdf>

The BSIS will teach future information professionals to manage issues at the confluence of information, technology and people with a focus on the users of information, the contextual domain, the content, the technology, and the global environment (See Figure 1).

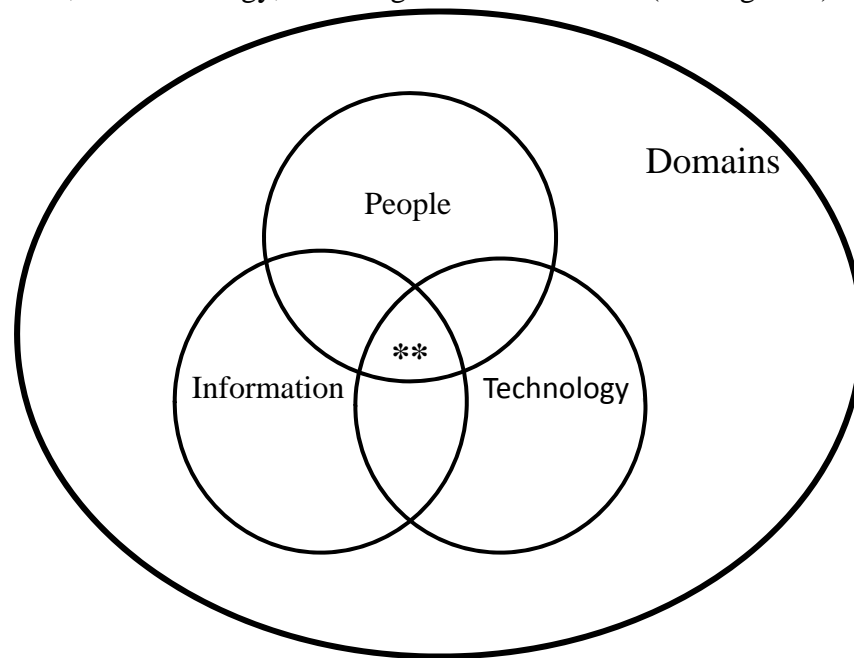


Figure 1: BSIS Curriculum Overview

As shown below, mastery will include both breadth and depth. Breadth will be obtained through successful completion of 11 core courses: two in each of the major areas (information, technology, and people), one in each area of overlap between two major areas and two integrative courses at the nexus of all three areas. Depth will be developed through successful completion of five elective courses of the student's choosing.

BSIS Core Courses

Two integrative core courses focus on issues at the confluence of information, technology and people: Introduction to Information Science and Integrative Capstone/Field Study. The remaining nine core courses and the emphasis of each is shown below in Table 3.

	Information	Technology	People
Information	<ul style="list-style-type: none"> ➤ Information Organization ➤ Statistics for Information Science 		
Technology	<ul style="list-style-type: none"> ➤ Technologies, Infrastructure, and Architecture 	<ul style="list-style-type: none"> ➤ Object-Oriented Programming ➤ Data Modeling and Manipulation 	

People	➤ Information User Needs and Assessments	➤ User-Centered Research and Design	➤ Teams and Organizations ➤ Professional Writing
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Table 3: BSIS core courses by focus.

Students will also complete five Program Electives.

Program-Level Learning Outcomes

At the completion of this program, students will be able to:

1. Demonstrate an understanding of information design and management in organizations: the interrelationships among information consumers or creators, information content, and the conduits through which information flows.
2. Apply basic principles to the design and management of information.
3. Assess the impact of existing or emerging technologies on organizational practices and the flow of information across various organizations.
4. Employ state-of-the-art tools and techniques to create, manage, and analyze information.
5. Demonstrate an understanding of such issues as the security, privacy, authenticity, and integrity of information within organizations.

Brief Catalog Description

The Bachelor of Science in Information Science (BSIS) program addresses the growing need for skilled information professionals who can strategically develop and use new information methods and technologies in a wide variety of contexts. The BSIS program prepares students to understand, assess, create and manage information services and systems, organizations, and digital technologies from a multidisciplinary perspective. The BSIS program teaches future information professionals to manage issues related to information users, information, organization and content, technology, and the global environment.

General Requirements for Degree

The BSIS degree requires the completion of 120 credit hours with a minimum 2.0 grade point average. The specific course requirements are the General Education requirements and a 48 credit hour program as outlined below.

The specific course requirements include:

- Eleven core courses (listed below)
- Five major electives

Students will also be required to complete four pre-requisite courses from outside the major requirements. Three of these may count toward their general education requirements.

Additional open electives may be iSchool courses, courses taken in other departments at the University of Maryland, or courses taken elsewhere, including the metro area's Consortium of Universities. A maximum of nine upper division credits may be taken outside the iSchool.

Undergraduate School policies and procedures on transfer of credit apply to courses taken at other institutions.

List of Courses by Title and Number (Including Prerequisites)

Core (11 Courses = 33 credits)

1. Introduction to Information Science
Prerequisite or co-requisite for all other BSIS courses
2. Information Organization
3. Information User Needs and Assessments
4. Teams and Organizations
Prerequisite: Introduction to Psychology
5. Professional Writing
6. Data Modeling and Manipulation
7. Technologies, Infrastructure and Architecture
Prerequisite: Data Modeling and Manipulation
8. Statistics for Information Science
Prerequisite: College Math and Introduction to Statistics
9. Object-Oriented Programming
Prerequisite: Introduction to Programming for Non-Computer Science Majors
10. User-Centered Research and Design
Prerequisite: Introduction to Psychology and Object-Oriented Programming
11. Integrative Capstone (Systems Analysis & Design)
Prerequisite: Completion of BSIS Core Courses

Major Electives (5 courses = 15 credits)

Topics will reflect Faculty and student interests and are expected to vary.

BSIS Course Descriptions

Core

1. **Introduction to Information Science** (3 credits)
Prerequisite or co-requisite for all other BSIS courses
This introductory course examines the breadth of topics covered within Information Science, including the nature and roles of information and information institutions, information behavior, studying information behavior, information policy, and the information professions.
2. **Information Organization** (3 credits)
Introductory course examining the theories, concepts, and principles of information, information representation, indexing, record structures, and presentation of information. Topics to be covered include the methods and strategies to develop systems for storage, organization, and retrieval of information in a variety of organizational and institutional settings.
3. **Information User Needs and Assessments** (3 credits)

This course will focus on the use of information by individuals, including the theories, concepts, and principles of information, information behavior and mental models. Methods for determining information behavior and user needs, including accessibility issues will be examined and strategies for using information technology to support individual users and their specific needs will be explored.

4. **Teams & organizations** (3 credits)

Prerequisite is Intro to Psychology

This course examines the principles of managing projects through planning and execution including estimating costs, managing risks, scheduling, staff and resource allocation, communication, tracking, and control. There will also be a focus on the principles, methods and types of leadership and team development with an emphasis on goal setting, motivation, problem solving, and conflict resolution.

5. **Professional Writing** (3 credits)

[Delivered by the English Department]

This course will examine professionalism, communication, teamwork, leadership, and interpersonal networking to strengthen students as they seek to excel professionally. Topics to be covered include developing and presenting business cases and project plans, personal branding, conducting informational interviews, and effective written and oral communication.

6. **Data Modeling and Manipulation** (3 credits)

This course is an introduction to databases, the relational model, entity-relationship diagrams, user-oriented database design and normalization, and Structured Query Language (SQL). Through labs, tests, and a project, students develop both theoretical and practical knowledge of relational database systems.

7. **Technologies, Infrastructure and Architecture** (3 credits)

Prerequisite is Data Modeling & Manipulation

This course examines the basic concepts of local and wide-area computer networking including an overview of services provided by networks, network topologies and hardware, packet switching, client/server architectures, network protocols, and network servers and applications. The principles and techniques of information organization and architecture for the Web environment will be covered along with such topics as management, security, authentication, and policy issues associated with distributed systems.

8. **Statistics for Information Science** (3 credits)

Prerequisite: College Math and Introduction to Statistics

This course is an introduction descriptive and inferential statistics, graphical techniques, and the computer analysis of data. Topics to be covered include basic procedures of hypothesis testing, correlation and regression analysis, and the analysis of continuous and binary dependent variables.

9. **Object-Oriented Programming** (3 credits)

Prerequisite: Introduction to Programming for Non-Computer Science Majors

This course is an introduction to programming, emphasizing understanding and implementation of applications using object-oriented techniques. Topics to be covered include program design and testing as well as implementation of programs.

10. User-Centered Research and Design (3 credits)

Prerequisite: Introduction to Psychology & Object-Oriented Programming

This course is an introduction to human-computer interaction (HCI), this course focuses on how HCI connects psychology, information systems, computer science, and human factors. User-centered design and user interface implementation methods discussed include identifying user needs, understanding user behaviors, envisioning interfaces, and utilizing prototyping tools, with an emphasis on incorporating people in the design process from initial field observations to summative usability testing.

11. Integrative Capstone (Systems Analysis & Design) (3 credits)

Prerequisite or Corequisite: is Completion of BSIS Core Courses

This project-based course will focus on structured systems analysis and design efforts, including analyzing system context, behavior, and structure; identifying stakeholders; gathering requirements; and redesigning systems to make them more beneficial to the organization.

Areas of Specialization

A Data Science (DS) specialty will be the only specialty initially available to students. Data science involves extracting information from diverse data sources to create information without exposing users to the underlying analytics or data.⁸ The DS specialization is intended for students who want to follow the “Data Analyst,” data scientist, or information analyst path, thus requiring advanced understanding and skills for managing, manipulating, and mobilizing data to extract insight, create value, and achieve organizational goals in a variety of sectors. As the market demands and resources permit, the iSchool expects to add additional specializations in areas such as digital youth, online health, or new media.

Through successful completion of five electives, students in the Data Science specialization will learn to manage, manipulate, analyze, and present published and unpublished data to extract insight, create value, and achieve organizational goals in a variety of sectors. Data science electives will focus on commonly used data handling, manipulation and analytic processes, tools, and techniques.

Data Science Specialization Electives (5 courses = 15 credits)

1. Information for Decision Making

Prerequisite is College Math and
Introduction to Statistics

2. Data Sources and Manipulation

Prerequisite is Information Organization,
Data Modeling and Manipulation, and
Object-Oriented Programming

3. Advanced Data Science

Prerequisite is Statistics for Information Science

4. Web-Enabled Databases

Prerequisite is Data Modeling and Manipulation

⁸ Booz, Allen, Hamilton (2013) A Field Guide to Data Science.

5. Data Visualization

Elective Course Descriptions

1. **Information for Decision Making** (3 credits)

Prerequisite: College Math and Introduction to Statistics

This course examines the use of information in organizational and individual decision-making, including the roles of information professionals and information systems in informed decision-making through techniques such as data analysis and regression, optimization, sensitivity analysis, decision trees, risk analysis and business simulation models.

2. **Data Sources and Manipulation** (3 credits)

Prerequisite: Information Organization, Data Modeling and Manipulation and Object-Oriented Programming

This course will examine knowledge organization using classificatory structures and creation of metadata element sets for representation. It will also be an exploration of data sources including survey research, experimentation, observation, archival research, and in-depth interviewing focusing on practical issues of data collection, preparation, management, storage, retrieval and analysis. Other topics will include the creation, application, and use of a variety of systems and techniques for information organization and representation.

3. **Advanced Data Science** (3 credits)

Prerequisite: Statistics for Information Science

This course will be an exploration of some of the best and most general approaches to get the most information out of data through clustering, classification, and regression techniques. Topics include storage and scaling of large heterogeneous data, statistical inference, probability, experimental design, machine learning, network analysis, information visualization, and data ethics and policy.

4. **Web-Enabled Databases** (3 credits)

Prerequisite: Data Modeling and Manipulation

This course will be an exploration of the basic methods and tools for developing dynamic, database-driven web sites, including acquiring, installing, and running web servers, database servers, and connectivity applications.

5. **Data Visualization** (3 credits)

This course is an exploration in the theories, methods, and techniques of the visualization of information, including the effects of human perception, the aesthetics of information design, the mechanics of visual display, and the semiotics of iconography.

Reliance Upon Courses Provided through other Academic Units

BSIS students will complete their General Education outside of the iSchool course offerings including an introductory course in psychology, an advanced college math course and a course in statistics. In addition, students will complete an introductory programming course offered by the computer science department for non-majors. One course in Professional Writing for Information

Science students will also be designed and delivered by the University of Maryland, College Park's (UMDCP) Department of English.

Academic Requirements

The requirements to earn the BSIS are summarized in Appendix C and the projected BSIS class schedule is shown in Table 4 (no specialization) and Table 5 (data science specialization).

Year 3	Fall	Spring
	Course credits	Course credits
	<i>Introduction to Info Science</i> 3	<i>Teams & Organizations</i> 3
	<i>Professional Writing (PW)</i> 3	<i>Data Modeling and Manipulation</i> 3
	<i>Object-Oriented Programming</i> 3	<i>User-Centered Research and Design</i> 3
	<i>Information Organization</i> 3	<i>Information User Needs & Assessment</i> 3
	<i>Statistics for Information Science</i> 3	<i>BSIS Major Elective</i> 3
	Total 15	Total 15
Year 4	Fall	Spring
	Course credits	Course credits
	<i>Technologies, Infrastructure, and Architecture</i> 3	<i>Integrative Capstone</i> 3
	<i>BSIS Major Elective</i> 3	<i>BSIS Major Elective</i> 3
	<i>BSIS Major Elective</i> 3	Open Elective 3
	<i>BSIS Major Elective</i> 3	Open Elective 3
	Open Elective 3	Open Elective 3
	Total 15	Total 15

Bold signifies major prerequisite, bold italics signify major core courses

Table 4: BSIS Projected Class Schedule with No Specialization

Year 3	Fall	Spring
	Course credits	Course credits
	<i>Introduction to Info Science</i> 3	<i>Teams & Organizations</i> 3
	<i>Professional Writing (PW)</i> 3	<i>Data Modeling and Manipulation</i> 3
	<i>Object-Oriented Programming</i> 3	<i>User-Centered Research and Design</i> 3
	<i>Information Organization</i> 3	<i>Information User Needs & Assessment</i> 3
	<i>Statistics for Information Science</i> 3	<i>Information & Org. Decision Making</i> 3
	Total 15	Total 15
Year 4	Fall	Spring
	Course credits	Course credits
	<i>Technologies, Infrastructure, and Architecture</i> 3	<i>Integrative Capstone</i> 3
	<i>Advanced Data Science</i> 3	<i>Web-Enabled Databases</i> 3
	<i>Data Sources & Manipulation</i> 3	Open Elective 3
	<i>Data Visualization</i> 3	Open Elective 3
	Open Elective 3	Open Elective 3
	Total 15	Total 15

Bold signifies major prerequisite, bold italics signify major core courses, italics signifies major electives

Table 5: BSIS Projected Class Schedule with Data Science Specialization

Total credits = 60

IV. STUDENT LEARNING OUTCOMES AND ASSESSMENT

The degree to which the BSIS is meeting its goals will be assessed by means of the program's Learning Outcomes Assessment Plan. The Undergraduate Programs Committee will direct the assessment process. Assessments will be conducted annually in the spring semester, beginning in the first year of the program. The assessment report will contain the results of the assessment and recommendations for program improvement based on the results.

The Learning Outcomes and Assessment Plan is included in Appendix D. Learning outcomes will be assessed throughout the Information Science core courses through appropriate metrics designed for each course.

Academic Oversight and Program Governance

The proposed program will be directed through the mechanisms that are in place in the iSchool to provide direction for the existing programs. The College will have an Undergraduate Academic Program Director who will be a full-time faculty appointed by the Dean for a three-year term and may be reappointed. The Undergraduate Academic Program Director, in collaboration with the Associate Deans, the Academic Administrators, and members of the faculty, shall provide intellectual leadership for the BSIS and chair the standing committee that is responsible for determining the academic and pedagogic strategies, and the courses, that make up the program.

The Undergraduate Program Committee will meet regularly to deal with issues that are specific to the BSIS, including the approval of new course offerings and the regular review of courses, specializations, and admissions. In cooperation with the iSchool Student Services Office's (SSO) the committee will develop and review policies for the recruitment and admission of students. Each fall semester, the committee shall set admissions requirements and guidelines for the BSIS Program. The committee or its designee shall review and approve or deny BSIS students' petitions. The committee or its designee shall review BSIS students in academic difficulty and make recommendations for remedial actions or refer students to the Committee on Students in Academic Difficulty. The committee or its designee shall make decisions regarding scholarships, awards, or honors that may be given only to students in the BSIS Program and perform other administrative functions delegated by the College Assembly or requested by the Dean.

The Programs, Courses, and Curriculum (PCC) Committee will advise the Undergraduate Program Committee about university regulations for reviews, program revisions, and creation of new programs, tracks, specializations, certificates, and courses. The PCC will review all recommendations regarding programs, tracks, specializations, or certificates before the information is presented to the College Assembly for approval.

The College Assembly will formulate, approve, and review educational and other policies specific to the College. It shall discuss and/or initiate action deemed necessary or advisable by the Undergraduate Academic Program Director. It shall regularly review the strategic plan of the College and recommend and approve changes.

Quality Assurance

The iSchool is developing a set of metrics that will be used to develop, monitor, evaluate, and continually improve the quality of its programs. The metrics are based on our shared vision of high standards for the entire learning experience at the iSchool and include standards for the courses and activities, faculty effectiveness, and administrative and technical support services for students. Faculty and content designers will use these metrics to guide the development of each course.

The metrics address areas such as: career outcomes, student satisfaction, course overview and introduction; learning objectives, assessment and measurement; resources and materials; learner engagement; course technology; learner support; and accessibility. Additional metrics are being developed to evaluate faculty and student services.

V. FACULTY AND ORGANIZATION

Program Faculty and their Credentials

Courses will be taught by regular, full-time College Park faculty or adjunct faculty who have been approved for teaching by the Committee on Appointments of the iSchool. Regular, full-time College Park faculty will teach a high proportion of the courses.

VI. COMMITMENT TO DIVERSITY

The iSchool at the University of Maryland is dedicated to supporting non-traditional students, students from diverse ethnic backgrounds, as well as those working for organizations that support underrepresented groups. Courses will feature content important in understanding diversity issues including serving underrepresented groups and institutions, meeting unique needs for diversity promotion, and developing capacity in all sizes and types of organizations including for-profit, charitable, governmental and cultural heritage institutions.

VII. REQUIRED RESOURCES

The resources required to design and deliver the BSIS will depend partly upon the number and location of students. However, the following expense categories are expected:

Personnel

- BSIS Director
- BSIS Coordinator
- Administrative Support/Student Services
- Tenured/Tenure Track and Professional Faculty
- Adjunct Teachers
- Graduate Student Assistantships

Space

- Offices and Labs
- Classroom and Instruction

VIII. CONCLUSION

Information Science is a rapidly expanding field with a growing need for professionals skilled in understanding, assessing, creating and managing systems to meet the needs of people, organizations and society in a variety of contexts. The BSIS offered by the University of Maryland's iSchool is designed to meet this need. This innovative program will prepare students to understand issues at the confluence of information, technology and people and to make a difference through information and technology by selecting the right problems to work on, applying intellectual rigor and practical judgment in designing solutions.

APPENDIX A
BACHELOR'S PROGRAMS IN INFORMATION SYSTEMS, INFORMATION
SCIENCE, AND DATA SCIENCE IN THE VICINITY OF UMCP

Institution	Program name & URL	Offering College or Department
George Mason University	B.S. in Computational and Data Sciences http://spacs.gmu.edu/category/academics/undergraduate-programs/bs-computational-data-sciences/	School of Physics, Astronomy, and Computational Sciences
George Washington University	Bachelor's Degree Completion Program in Integrated Information Science and Technology http://cps.gwu.edu/bachelors-completion	College of Professional Studies
Howard University	Information Systems http://sbweb1.bs.school.howard.edu/current-students/departments/information-systems-supply-chain-management-department/	School of Business, Dept. of Information Systems and Supply Chain Management
Loyola University of Maryland	B.B.A. in Information Systems http://www.loyola.edu/sellinger/academics/undergraduate/majors-minors.aspx	School of Business
Morgan State University	B.S. in Information Systems http://www.morgan.edu/departments/information_science_and_systems/degreesprograms/undergraduate.html	School of Business and Management, Dept. of Information Science & Systems
Mount St. Mary's University	Bachelor's in Information Systems http://www.msmary.edu/School_of_business/undergraduate-programs/information-systems/	Offered jointly by School of Business and Math & Computer Science Department
Salisbury University	Bachelor's in Information Systems http://www.salisbury.edu/InfoSys/	School of Business, Department of Information and Decision Sciences
Towson University	B.S. in Information Systems http://www.towson.edu/cosc/undergraduate.asp	Department of Computer and Information Sciences
University of Baltimore	B.S. in Information Systems and Technology Management http://www.ubalt.edu/merrick/undergraduate-programs/information-systems-and-technology-management.cfm	School of Business, Dept. of Information Systems and Decision Science
University of Maryland College Park	B.S. in Information Systems http://www.rhsmith.umd.edu/programs/undergraduate-programs/academics/academic-majors/information-systems	School of Business

University of Maryland University College	B.S. in Computer and Information Science http://www.umuc.edu/academic-programs/bachelors-degrees/computer-information-science-major.cfm	Information Technology & Computer Science
University of Maryland, Baltimore County	B.S. in Information Systems http://informationsystems.umbc.edu/home/undergraduate-programs/undergraduate-degree-programs/bachelor-of-science-in-information-systems/	College of Engineering and Information Technology, Dept. of Information Systems

APPENDIX B
U.S. ISCHOOLS WITH BACHELOR OF SCIENCE PROGRAMS
(Similar programs highlighted in bold)

Institution	College / Department	Program name & URL	Concentrations, Tracks, and Specializations
Drexel University	College of Computing and Informatics	B.S. in Informatics http://cci.drexel.edu/academics/undergraduate-programs/bs-in-informatics.aspx	
Florida State University	School of Library & Information Studies	B.S. in Information Technology http://slis.fsu.edu/academics/undergrad/	<ul style="list-style-type: none"> • Information Technology (IT), • Information, Communication, and Technology (ICT)
Indiana University	School of Informatics and Computing	B.S. in Informatics http://www.soic.indiana.edu/undergraduate/degrees/bs-informatics/index.shtml	
Michigan State University	Department of Telecommunication, Information Studies, and Media	B.S. in Media and Communication Technology http://tc.msu.edu/undergraduate-majors	<ul style="list-style-type: none"> • Media management and research, • Information and Communication Technologies
Penn State University	College of Information Sciences and Technology	B.S. in Information Sciences and Technology* B.S. in Security and Risk Analysis http://ist.psu.edu/future-students/degree-programs	<ul style="list-style-type: none"> • Information systems, • Information technology, • Information context
Syracuse University	School of Information Studies	B.S. in Systems and Information Science http://ischool.syr.edu/future/undergrad/sis.aspx	
University of California at Irvine	Donald Bren School of Information and Computer Sciences, Department of Informatics	B.S. in Informatics http://www.ics.uci.edu/ugrad/degrees/degree_in4matx.php	<ul style="list-style-type: none"> • Software engineering, • Human-Computer Interaction, • Organizations and Information Technology

University of Maryland, Baltimore County	Department of Information Systems	B.S. in Information Systems http://informationsystems.umbc.edu/home/undergraduate-programs/undergraduate-degree-programs/bachelor-of-science-in-information-systems/	
University of Michigan	School of Information	B.S. in Information (beginning F2014) https://www.si.umich.edu/content/bsi	<ul style="list-style-type: none"> • Computational informatics, • Data mining & Information analysis, • Life science informatics, • Social computing
University of North Carolina, Chapel Hill	School of Information and Library Science	B.S. in Information Science http://sils.unc.edu/programs/undergraduate/bsis	<ul style="list-style-type: none"> • Databases, • Geographic information systems, • Human-computer interaction, • Health information systems, • Networks, • Programmer/Analyst, • Web development, • Web design
University of North Texas	College of Information, Department of Library and Information Sciences	B.S. in Information Science http://lis.unt.edu/BSIS	<ul style="list-style-type: none"> • Information science & Knowledge organization, • Project & Knowledge management, • Information management & Health informatics, • Digital content & Information systems
University of Pittsburgh	School of Information Sciences	B.S. in Information Science http://www.ischool.pitt.edu/bsis/	<ul style="list-style-type: none"> • Information systems, • User-centered design, • Networks and security
University of Washington	Information School	B.S. in Informatics http://ischool.uw.edu/academics/informatics	<ul style="list-style-type: none"> • Human-computer interaction, • Information architecture
University of Wisconsin, Milwaukee	School of Information Studies	B.S. in Information Science and Technology http://www4.uwm.edu/sois/programs/undergraduate/bsist.cfm	

APPENDIX C
ACADEMIC REQUIREMENTS
THE BACHELOR OF SCIENCE in INFORMATION SCIENCE PROGRAM

The BSIS degree program is an academic STEM program. The courses listed here are being developed for review by the Undergraduate Programs Committee, the iSchool PCC, and for proposal to the APAC.

Degree Requirements

With the aid of a SSO advisor, the BSIS student devises a course plan to meet the graduation requirements: eleven core courses, five major electives, and four open electives, for a total of twenty courses (60 credits). **At least 51 of the 60 credits must be information studies courses taken from the College of Information Studies.**

Core Courses

The following core courses introduce the broad range of disciplines relevant to information science and provide the necessary background and skills for more specialized courses and for employment in the field:

Core (11 Courses = 33 credits)

1. Introduction to Information Science
2. Information Organization
3. Information user needs and assessments
4. Teams & organizations
5. Professional Writing
6. Data Modeling and Manipulation
7. Technologies, Infrastructure and Architecture
8. Statistics for Information Science
9. Object-Oriented Programming
10. User-Centered Research and Design
11. Integrative Capstone (Systems Analysis & Design)

Open Electives (4 courses = 12 credits)

(can be BSIS, MIM/MLS/HCIM, Domain specific, double major or minor)

Other Courses

In addition, all BSIS students are required to complete five information science electives. Sample topics could include (5 courses = 15 credits):

1. Information for Decision Making/ Business Intelligence
2. Data Sources and Manipulation
3. Advanced Data Science
4. Web-Enabled Databases
5. Data Visualization

The remaining courses may be a combination of iSchool courses and undergraduate courses from other departments or other universities.

General Grade Requirements

The Bachelor of Science degree will be awarded to the student who successfully completes a program of 120 undergraduate hours, as well as the following:

- A student must maintain a cumulative grade point average of C (2.0 on a 4.0 scale) for all courses taken for undergraduate credit since matriculation into the program.
- A student must complete the required core courses with a course grade of C (2.0 on a 4.0 scale) or better in each course.
- A student whose cumulative grade point average at any time in the program is lower than 2.0 is automatically placed on academic probation by the College until the problem leading to probationary status has been corrected. Students have one semester to raise their GPA over 2.0.
- A student whose cumulative grade point average is lower than 2.0 upon or after the completion of fifteen credit hours of undergraduate level courses is automatically placed on academic probation by the Undergraduate School for the following full semester. (See Undergraduate Catalog for more information about steps)
- A student must complete a program of 60 credit hours of approved upper level course work with a grade point average of at least a C (2.0 on a 4.0 scale) to earn a degree.

Dismissal from the Program

A student found guilty of plagiarism will be dismissed from the program. A student is automatically removed from academic probation when he or she corrects the problem that led to probationary status. A student placed on or withdrawn from academic probation will receive written notification of such actions and of relevant College procedures. (See The Undergraduate School Catalog for information on the Undergraduate School policy on academic probation.)

Repeating a Course

A student may choose to take a course more than once or may be required to do so by the iSchool's Undergraduate Program Committee. While the course may be repeated as required by the faculty or to earn a better grade, the course counts only once toward the degree. All grades for undergraduate students, whether or not the course counts toward the degree, remain as part of the student's permanent record.

Core Courses

The iSchool's Undergraduate Program Committee may require a student who fails to earn a C or better in a required core course to repeat the course. The following are restrictions:

- Permission of the Undergraduate Program Committee is required to repeat a required core course.
- The Undergraduate Program Committee may specify when and/or with which instructor the course is to be repeated.
- Whether higher or lower, the later grade will be counted toward the degree and used in computing the grade point average.



APPENDIX D

ASSESSMENT PLAN BACHELOR'S OF INFORMATION SCIENCE

Program Contact: Dr. Ann Carlson Weeks

Phone: (301)405-2060

E-mail: acweeks@umd.edu

Date submitted to Academic Unit Head: _____

Expected BSIS Student Learning Outcomes

- Demonstrate an ability to select, critically evaluate, and apply relevant areas of information science scholarship.
- Produce an original analysis or other scholarly work that reflects a body of knowledge relevant to information science.
- Describe and evaluate the principles of information organization and systems.
- Demonstrate and evaluate the principles of information behavior and user needs.
- Demonstrate the principles, methods and types of leadership and team development within organizations.
- Demonstrate effective written and oral presentation skills in a professional setting.
- Demonstrate the principles and techniques of database design.
- Demonstrate the principles, evaluation, and implementation of local and wide-area computer networking, including issues about security and ethics.
- Demonstrate the ability to use statistical analysis to make decisions in an information science context.
- Demonstrate understanding and implementation of computer applications using object-oriented techniques, including program design and testing.
- Apply and evaluate principles of user interface design.
- Demonstrate the design and implementation of a system analysis project from inception to completion in a team setting.

Data Science Specialization Learning Outcomes

- Analyze a systemic problem that may impair the sustainable operation of an organization, and develop strategies to solve the problem by making use of modeling and simulation.
- Demonstrate the principles, evaluation, and implementation of a variety of systems and techniques for information organization and representation.
- Demonstrate the principles and techniques for analyzing and evaluating big data sets through clustering, classification, and regression techniques.
- Demonstrate the knowledge and techniques for developing dynamic, database-driven web sites, including acquiring, installing, and running web servers, database servers, and connectability applications.

- Demonstrate and implement the principles of the visualization of information, including the effects of human perception, the aesthetics of information design, and the mechanics of visual display.

Resources and Expenditures:

Note that new resources will be required to initiate this program. The budgets below are an estimate of the cost of operating the program at the Universities at Shady Grove. A budget request will be made to the University System of Maryland for resources for this program as part of a larger initiative to bring new programs to Shady Grove's new Biomedical Sciences and Engineering Building, for which construction is scheduled to begin in winter 2017.

TABLE 1: RESOURCES

Resources Categories	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
1.Reallocated Funds		\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue (c+g below)		\$77,240	\$238,667	\$409,701	\$590,775	\$695,410
a. #FT Students		9	27	45	63	72
b. Annual Tuition/Fee Rate		\$8,081	\$8,324	\$8,573	\$8,831	\$9,096
c. Annual FT Revenue (a x b)		\$72,731	\$224,739	\$385,802	\$556,327	\$654,876
d. # PT Students		1	3	5	7	8
e. Credit Hour Rate		\$317	\$327	\$337	\$347	\$357
f. Annual Credit Hours		14	14	14	14	14
g. Total Part Time Revenue (d x e x f)		\$4,509	\$13,928	\$23,899	\$34,448	\$40,534
3. Grants, Contracts, & Other External Sources		\$0	\$0	\$0	\$0	\$0
4. Other Sources		\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 4)	\$0	\$77,240	\$238,667	\$409,701	\$590,775	\$695,410

TABLE 2: EXPENDITURES

Expenditure Categories	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
1.F.T. Faculty		\$332,500	\$388,360	\$400,011	\$412,011	\$424,371
2. P.T. Faculty		\$10,000	\$20,000	\$40,000	\$41,200	\$41,200
3.Admin. Staff	\$239,400	\$246,582	\$253,979	\$261,599	\$269,447	\$277,530
4.Total Support Staff	\$0	\$0	\$79,800	\$82,194	\$84,660	\$87,200
4. Equipment		\$75,000	\$25,000	\$25,000	\$25,000	\$25,000
5. Library		\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
6. USG Room Usage Fees	\$15,000	\$15,000	\$20,000	\$20,000	\$20,000	\$20,000
6. New or Renovated Space		\$0	\$0	\$0	\$0	\$0
7. Other Expenses: Operational Expenses	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
TOTAL (Add 1 - 7)	\$264,400	\$694,082	\$802,139	\$843,804	\$867,318	\$890,301

BSIS (Choose Your Own Path specialization) Four Year Academic Plan (UMD CP)

Year 1	Fall	Spring
	Course credit	Course credit
	ENGL 101 (Academic Writing: AW) 3	Oral Communication (OC) 3
	MATH 115 (MA) 3	STAT 100 (Analytic Reasoning: AR) 3
	PSYC 100 (History/Social Science: HS) 3	History/Social Science (HS) 3
	Humanities (HU) 3	<i>Introduction to Info Science</i> 3
	UNIV 100 1	Open Elective 3
	Open Elective 3	
	Total 16	Total 15
Year 2	Fall	Spring
Major requirements must be completed within first 45 credits. MATH 115 or higher, STAT 100 or higher, PSYC 100 or higher, CMSC 106 or 122 or higher	Course credit	Course credit
	Natural Science Lab (NL) 4	Natural Science (NS) 3
	CMSC 106 (DS – SP) or 122 3	Scholarship in Practice – non major (SP) 3
	Understanding Plural Societies (UP) 3	Cultural Competence (CC) 3
	Scholarship in Practice (SP) 3	Humanities (HU) 3
	Open Elective 3	Open Elective 3
	Total 16	Total 15
Year 3	Fall	Spring
	Course credit	Course credit
	<i>Professional Writing</i> (PW) 3	<i>Teams & Organizations</i> 3
	<i>Object-Oriented Programming</i> 3	<i>Data Modeling and Manipulation</i> 3
	<i>Information Organization</i> 3	<i>User-Centered Research and Design</i> 3
	<i>Statistics for Information Science</i> 3	<i>Information User Needs & Assessment</i> 3
	Open Elective 3	<i>Major elective</i> 3
	Total 15	Total 15
Year 4	Fall	Spring
	Course credit	Course credit
	<i>Technologies, Infrastructure, and Architecture</i> 3	<i>Integrative Capstone</i> 3
	<i>Major elective</i> 3	<i>Major elective</i> 3
	<i>Major elective</i> 3	Open Elective 3
	<i>Major elective</i> 3	Open Elective 3
	Open Elective 3	Open Elective 1
	Total 15	Total 13

Bold signifies major prerequisite, bold italics signify major core courses, italics signifies major electives

Total credits = 120

Notes:

* All students must complete two Distributive Studies courses that will also count for the I-Series requirement.

* Students may also fulfill Understanding Plural Society and Cultural Competence with courses from Distributive Studies.

BSIS (Data Science specialization) Four Year Academic Plan (UMD CP)

Year 1	Fall	Spring
	Course credit	Course credit
	ENGL 101 (Academic Writing: AW) 3	Oral Communication (OC) 3
	MATH 115 (MA) 3	STAT 100 (Analytic Reasoning: AR) 3
	PSYC 100 (History/Social Science: HS) 3	History/Social Science (HS) 3
	Humanities (HU) 3	<i>Introduction to Info Science</i> 3
	UNIV 100 1	Open Elective 3
	Open Elective 3	
	Total 16	Total 15
Year 2	Fall	Spring
Major requirements must be completed within first 45 credits. MATH 115 or higher, STAT 100 or higher, PSYC 100 or higher, CMSC 106 or 122 or higher	Course credit	Course credit
	Natural Science Lab (NL) 4	Natural Science (NS) 3
	CMSC 106 (DS – SP) or 122 3	Scholarship in Practice – non major (SP) 3
	Understanding Plural Societies (UP) 3	Cultural Competence (CC) 3
	Scholarship in Practice (SP) 3	Humanities (HU) 3
	Open Elective 3	Open Elective 3
	Total 16	Total 15
Year 3	Fall	Spring
	Course credit	Course credit
	<i>Professional Writing</i> (PW) 3	<i>Teams & Organizations</i> 3
	<i>Object-Oriented Programming</i> 3	<i>Data Modeling and Manipulation</i> 3
	<i>Information Organization</i> 3	<i>User-Centered Research and Design</i> 3
	<i>Statistics for Information Science</i> 3	<i>Information User Needs & Assessment</i> 3
	Open Elective 3	<i>Information & Org. Decision Making</i> 3
	Total 15	Total 15
Year 4	Fall	Spring
	Course credit	Course credit
	<i>Technologies, Infrastructure, and Architecture</i> 3	<i>Integrative Capstone</i> 3
	<i>Advanced Data Science</i> 3	<i>Web-Enabled Databases</i> 3
	<i>Data Sources & Manipulation</i> 3	Open Elective 3
	<i>Data Visualization</i> 3	Open Elective 3
	Open Elective 3	Open Elective 1
	Total 15	Total 13

Bold signifies major prerequisite, bold italics signify major core courses, italics signifies major electives

Total credits = 120

Notes:

* All students must complete two Distributive Studies courses that will also count for the I-Series requirement.

* Students may also fulfill Understanding Plural Society and Cultural Competence with courses from Distributive Studies.

BSIS (Data Science specialization) Two Year Academic Plan (UMD SG)
Students enter with Associated degree = 60 credits (see other tables)

Year 3	Fall	Spring
	Course credit	Course credit
	<i>Introduction to Info Science</i> 3	<i>Teams & Organizations</i> 3
	<i>Professional Writing</i> (PW) 3	<i>Data Modeling and Manipulation</i> 3
	<i>Object-Oriented Programming</i> 3	<i>User-Centered Research and Design</i> 3
	<i>Information Organization</i> 3	<i>Information User Needs & Assessment</i> 3
	<i>Statistics for Information Science</i> 3	<i>Information & Org. Decision Making</i> 3
	Total 15	Total 15
Year 4	Fall	Spring
	Course credit	Course credit
	<i>Technologies, Infrastructure, and Architecture</i> 3	<i>Integrative Capstone</i> 3
	<i>Advanced Data Science</i> 3	<i>Web-Enabled Databases</i> 3
	<i>Data Sources & Manipulation</i> 3	Open Elective 3
	<i>Data Visualization</i> 3	Open Elective 3
	Open Elective 3	Open Elective 3
	Total 15	Total 15

Bold signifies major prerequisite, bold italics signify major core courses, italics signifies major electives

Total credits = 60

Montgomery College/Shady Grove Course Plans

AA in General Education

Bolded are major prerequisites

Year 1	Fall	Spring
	Fall	Spring
	Course credit	Course credit
	EN 101: Techniques of Reading & Writing I (if needed for EN 102/9; elective if not needed) 3	ENGF: English Foundation: EN 102 or EN 109 3
	MATF: Math Foundation: MA 110 or higher course 3	HLHF: Health Foundation: HE 100 or other HLHF course 1
	ARTD: Arts Distribution 3	NSND: Natural Sciences Distribution without (or with) Lab 4
	NSLD: Natural Sciences Distribution with Lab 4	BSSD1: Behavioral and Social Sciences Distribution: PSY 102 or other BSSD course 3
	(E): MA 113 (Intro to Probability) 3	(E) CS 140 (Introduction to programming) 3
		(E) MA 117 (Elements of statistics) 3
Year 2	Total 16	Total 17
	Fall	Spring
	Course credit	Course credit
	SPCF: Speech Foundation: SP 108 SP 112 3	ARTD or HUMD: Arts or Humanities Distribution 3
	BSSD2: Behavioral and Social Sciences Distribution 3	CULTURE: AN101, AN105, EN204, GE102, GE110, HS151, HS161, HS203, HS207, HS208, or HS210 3
	HUMD: Humanities Distribution 3	(E): Elective 3
	PE: PE101-199 – Physical education elective 1	(E): Elective 3
	(E): Elective 3	
	(E): Elective 3	
	Total 16	Total 12

Total credits = 61

Montgomery College/Shady Grove Course Plans

AA in Computer Science & Technologies – Computer Science

Bolded are major prerequisites

Waive MATH 113 since MATH 181 Calculus I is more advanced

Year 1	Fall	Spring
	Fall Course credit EN 101: Techniques of Reading & Writing I (if needed for EN 102/9; elective if not needed) 3 MATF: Math Foundation: MA 181 or higher course 4 ARTD: Arts Distribution 3 NSLD: Natural Sciences Distribution with Lab 4 BSSD1: Behavioral and Social Sciences Distribution: PSY 102 or other BSSD course 3	Spring Course credit ENGF: English Foundation: EN 102 or EN 109 3 HLHF: Health Foundation: HE 100 or other HLHF course 1 BSSD2: Behavioral and Social Sciences Distribution 3 CS: CS 103 (Computer Science I) 4 CS: CS 182 (Calculus II) 4
Year 2	Total 17	Total 15
	Fall Course credit SPCF: Speech Foundation: SP 108 SP 112 3 HUMD: Humanities Distribution 3 NSND: Natural Sciences Distribution without lab 3 CS: CS 204 (Computer Science II) 4 CS: CS 256 (Intro to discrete structures) 4	Spring Course credit ARTD or HUMD: Arts or Humanities Distribution 3 CULTURE: AN101, AN105, EN204, GE102, GE110, HS151, HS161, HS203, HS207, HS208, or HS210 3 (E) CS 140 (Intro to Programming) 3 (E): CS 136 (Systems Analysis & Design) or elective 3 (E) MA 117 (Elements of statistics) or elective 3
	Total 17	Total 15

Total credits = 64

Montgomery College/Shady Grove Course Plans
AA in Computer Science & Technologies – Information Systems

Bolded are major prerequisites

Year 1	Fall	Spring
	Fall Course credit EN 101: Techniques of Reading & Writing I 3 (if needed for EN 102/9; elective if not needed) MATF: Math Foundation: MA 110 3 or higher course ARTD: Arts Distribution 3 NSLD: Natural Sciences Distribution with Lab 4 BSSD1: Behavioral and Social Sciences 3 Distribution EC 201 (Principles of Economics I)	Spring Course credit ENGF: English Foundation: 3 EN 102 or EN 109 HLHF: Health Foundation: 1 HE 100 or other HLHF course BSSD2: Behavioral and Social Sciences 3 Distribution: PSY 102 IS: CS 136 (Systems Analysis and Design) 3 or elective IS: CS 110 (Computer Concepts) or 4 CS/CA elective (E) MA 113 or Elective 3
Year 2	Total 16	Total 17
	Fall Course credit SPCF: Speech Foundation: SP 108 SP 112 3 HUMD: Humanities Distribution 3 IS: CS 140 (Intro to Programming) 3 (E): CS 103 (Computer Science I) or CS 213 4 (E): MA 117 or elective 3 Total 16	Spring Course credit ARTD or HUMD: Arts or Humanities 3 Distribution CULTURE: AN101, AN105, EN204, 3 GE102, GE110, HS151, HS161, HS203, HS207, HS208, or HS210 NSND: Natural Sciences Distribution without lab 3 (E): CS 204, CS 214 or elective 3 Total 12

Total credits = 61

TO: Dr. Susan J. Winter
Assistant Program Director, MIM

FROM: Karen Patterson
Librarian for the College of Information Studies, College Park

Daniel Feinberg
Librarian for the College of Information Studies, Shady Grove

DATE: October 24, 2013

RE: Library Resources to Support the Bachelor of Science in Information Science Degree

Data analytics is interdisciplinary in nature covering information science, information management, business management, computer science, information technology, information systems, and data management.

The University of Maryland (UM) Libraries currently support the graduate programs offered by of the College of Information Studies and the undergraduate/graduate programs in business and computer science.

The new undergraduate degree at Universities of Shady Grove is based on the Data Analytics Specialization in the Masters in Information Management (MIM) program. Undergraduate versions of the existing master level courses will be created, which will result in all new classes. Taking this into consideration, the University of Maryland Libraries current library collections, collecting practices and funding are adequate to support the instruction and research needs of the newly proposed undergraduate degree, the Bachelor of Science in Information Science.

Monographs

The Libraries' current collection of information science books and related books in business, and computer science is sufficient to meet the needs of the program. The ongoing acquisition of scholarly books is expected to be adequately covered through existing acquisition practices and budgeting.

Priddy Library houses a collection of monographs and serials to support the information studies program.

The McKeldin Library and Engineering and Physical Sciences Library (EPSL) houses a major collection of monographs and serials relevant to information studies, business and computer science. Undergraduate students at Shady Grove can request monographs to be sent to Priddy Library. At this time, the UM libraries collection policy recommends e-preferred monographs, in lieu of print resources, which provides the undergraduates with immediate electronic access.

For example, the Safari Tech Books Online is an electronic reference library for Information Technology and Computer Science books. It includes hundreds of books published by O'Reilly, designed to address the needs for reference content in the areas of information technology, desktop applications and business.

Membership in the University System of Maryland and Affiliated Institutions (USMAI) consortium of sixteen libraries enables the students to borrow monographs from these participating libraries: Bowie State University, Center for Environmental Science, Coppin State University, Frostburg State University, Morgan State University, Salisbury University, St. Mary's College of Maryland, Towson University, University of Baltimore, University of Baltimore Law Library, University of Maryland, Baltimore County (UMBC), University of Maryland, Eastern Shore, University of Maryland Health Sciences and Human Services Library, University of Maryland Law Library, University of Maryland University College.

The Collection: Journals

A search was performed in *Journal Citation Reports 2012*, a database that uses citation data to rank and determine the impact factor of journals in an academic field. Of the **85** titles listed in the Information Science and Library Science category, UM Libraries has **84%** of the titles. The Libraries' current serial holdings includes both core and relevant titles in the field.

To support the proposed degrees access is available at the present time to the following ranked journals:

Annual Review of Information Science & Technology
ASLIB Proceedings
Government Information Quarterly
Information & Management
Information Processing and Management
Information Society
Information Systems Research
Journal of Information Science
Journal of Management Information Systems
Journal of the American Society for Information Science and Technology
MIS Quarterly

In reviewing the Journal Citation Reports 2012 list, here are a few titles that are not UM holdings and relevant to the field (price is based on 2014 quote):

- *Journal of Information Technology* \$ 1,105 per year
- *European Journal of Information Systems.* \$1,101 per year
- *Journal of Knowledge Management* \$3,379 per year
- *Journal of Organizational and End User Computing* \$625 per year

The **total** for the above journal titles subscriptions is \$6,210.00

The JCR titles are just a small percentage of the serials titles held, for example, Library & Information Science Source database, the premiere Information studies database, has over 440 journal titles available full-text. *A significant part of the UM Libraries serials collection is electronically accessible for students and faculty.*

After perusing syllabi and in prior discussion with faculty, the following journals support the students enrolled in the MIM program:

CIO
Forbes
Fortune
McKinsey Quarterly
MIT Sloan Management Review
Harvard Business Review
Public Administration Review
California Management Review
ACM transactions of database systems (TODS)
Communications of the ACM
Interactions
Data & Knowledge Engineering
Data Mining & Knowledge Discovery
International journal of information management
International Journal of Technology Management & Sustainable Development
Journal of Information Systems Technology & Planning
Journal of Information Systems & Planning
Journal of Information Technology & Politics
Managing Information
Wired

If the current proposal expand to incorporate other specializations in the Information Studies curriculum, the collection presently adequately supports the other specializations.

The Collection: Electronic Resources

The UM Libraries subscribes to the information studies database, Library & Information Science Source. Library & Information Science Source is the definitive resource in the field of library and information science. Library & Information Science Source is a combination of three databases: Library & Information Science Retrospective: 1905-1983, Library Literature & Information Science Full Text and Library, Information Science and Technology Abstracts with Full Text (LISTA).

Additional databases which will support the program are: Business Source Complete, Gartner, Factiva, ACM Digital Library, Computer and Information Systems Abstracts, Computer and Applied Sciences Complete, and IEEE Xplore Digital Library, Science Direct, JSTOR, Scopus, and Web of Science.

Interlibrary Loan

When resources are not part of our holdings within the sixteen University System of Maryland and Affiliated Institutions (USMAI) libraries, the Interlibrary Loan Office can obtain monographs, journal articles, dissertations, government documents and technical reports at no charge to the student or faculty. This service will support the instruction and research needs of the undergraduate students.

Staff Resources

All library personnel provide support to the curricular and research needs of academic departments at the University of Maryland. Two information studies library liaisons are available to provide in-depth research consultations with the undergraduate student. The Priddy Library at Universities of Shady Grove has the liaison on site for the studies. The second liaison is on the College Park campus.

Funding

Based on our assessment, the Libraries' determination is that existing resources would likely be sufficient. However, current resources fall short. In order to support the programs at a level of quality that would be commensurate with the University's goals, additional funding is required.

Ongoing funding needs (based on titles listed)

\$6 210.00	Journal subscriptions
-	

Conclusions

At the present time, library holdings are at least adequate to support the proposed set of courses. Journal collections, however, remain particularly vulnerable. As a result, the level of future support is dependent upon ongoing funding and other circumstances



University Senate TRANSMITTAL FORM

Senate Document #:	14-15-30
PCC ID #:	14036
Title:	Proposal to Rename the Bachelor of Science in “Operations Management” to “Operations Management and Business Analytics”
Presenter:	Gregory Miller, Chair, Senate Programs, Curricula, and Courses Committee
Date of SEC Review:	March 24, 2015
Date of Senate Review:	April 8, 2015
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 Robert H. Smith School of Business proposes to change the name of its Bachelor of Science program in “Operations Management” to “Operations Management and Business Analytics.” The new program title better describes the evolving nature of the field and the relationship between Operations Management and Business Analytics. Traditionally, Operations Management has focused on the tools and knowledge needed to understand the operations of an organization and help manage them more efficiently. Organizations increasingly use Business Analytics to analyze and understand large sets of data and apply this data-driven knowledge to improve the performance of their operations. The new program title therefore better reflects the role that Business Analytics plays in its relationship with Operations Management.</p> <p>The Senate PCC committee approved the proposal on March 12, 2015.</p>
Relevant Policy # & URL:	N/A
Recommendation:	The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this program title change.
Committee Work:	The Committee considered the proposal for its meeting on March 6, 2015. This meeting was cancelled, however, because of the weather-related campus closure. The committee considered the proposal remotely, had an opportunity to pose questions via email,

	and voted via email to approve the proposal.
Alternatives:	The Senate could decline to approve the proposed the program title change.
Risks:	If the Senate does not approve the proposed program title change, the name of the program will not accurately reflect the content of the major.
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 would still require further approval by the President, the University System of Maryland, 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.

14036

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

College/School: Robert H. Smith School of Business

Please also add College/School Unit Code-First 8 digits: **01202900**

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

Department/Program: Undergraduate Operations Management major (0503R)

Please also add Department/Program Unit Code-Last 7 digits: **1290102**

Type of Action (choose one):

- ☐ Curriculum change (including informal specializations)
☐ Curriculum change for an LEP Program

☒ *Renaming of program or formal Area of Concentration*

☐ *Addition/deletion of formal Area of Concentration*

☐ *Suspend/delete program*

☐ *New academic degree/award program*

☐ *New Professional Studies award iteration*

☐ *New Minor*

☐ *Request to create an online version of an existing program*

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

Summary of Proposed Action:

The Operations Management major is requesting a name change to Operations Management and Business Analytics because it better describes the evolving nature of the field and the relationship between Operations Management and Business Analytics.

Departmental/Unit Contact Person for Proposal: Brian Horick

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

1. Department Committee Chair _____

2. Department Chair Kirti Agarwal Dr. Rish Agarwal

3. College/School PCC Chair [Signature] Myeong Gu Seo

4. Dean A.J. Triantis ALEX TRIANTIS 3/2/15

5. Dean of the Graduate School (if required) _____

6. Chair, Senate PCC Gregory Miller [Signature]

7. University Senate Chair (if required) _____

8. Senior Vice President and Provost _____

I. OVERVIEW and RATIONALE

The reason for the change of name of the major from Operations Management (OM) to Operations Management and Business Analytics (OM&BA) is because it better describes the evolving nature of the field and the relationship between Operations Management and Business Analytics.

The Operations Management major is focused on providing students with the tools and knowledge to be able to understand the operations of an organization and help to manage them more efficiently. A student with the OM major is trained to design, manage and improve an organization's systems and processes, focusing on the creation and delivery of products and services and thereby improving overall efficiency.

The proliferation of data is widespread with over 90% of the data in the world today created in the last two years alone (<http://www-01.ibm.com/software/data/bigdata>). Recent technological advances have made it faster and easier to process massive amounts of data and transform that into information.

Business Analytics (BA) is "The extensive use of data, statistical and quantitative analysis, explanatory and predictive models, and fact-based management to drive decisions and actions." (*Competing on Analytics: The New Science of Winning*, Davenport and Harris, 2007). Organizations are using BA to advantageously use the information in their data to drive decision making and utilize that opportunity to dramatically improve their performance.

An underlying theme of both OM and BA is the use of modeling techniques to drive data-based decision making. Many of the techniques taught in the current OM major are being used in BA. Since Business Analytics is an integral part of the new program and because of the relationship between BA and OM, the proposed title of Operations Management and Business Analytics reflects this.

Business schools have recently been adding undergraduate programs with a major and/or minor in Business Analytics. For example, the MIT Sloan School of Management has an undergraduate concentration in Business Analytics and Operations Research (<http://mitsloan.mit.edu/undergrad/academics/sb-in-management-science/baor/>). The R. H. Smith School of Business at the University of Maryland started a minor in Business Analytics in 2013. (<http://www.rhsmith.umd.edu/programs/undergraduate-programs/academics/academic-minors/business-analytics>). The name change would allow the Smith School to be in the forefront of what should become the norm.

Operations Management is a well-established field in the scholarly community. The *Manufacturing and Service Operations Management Society (MSOM)* is one of the societies in the national organization INFORMS (Institute For Operations Research and Management Science-URL: <http://www.informs.org>). There are a number of well-known journals devoted to the field including *Manufacturing & Service Operations Management* and *Production and Operations Management*. INFORMS is also the home of the Analytics Section, which was started in 2011, and is "focused on promoting the use of data-driven analytics and fact-based decision making in practice". INFORMS also offers a Certified Analytics Professional designation.

The fields of Operations Management and Business Analytics closely resemble the research mission of a number of faculty in the Decision and Information Technologies Department in the Smith School of Business.

We expect the name change to better reflect the research interests of the faculty and to make the program more dynamic and attract more students. Furthermore, since many Smith undergraduates choose to double major, majors in accounting, information systems, finance and marketing are a natural fit for a double major with OM&BA.



University Senate TRANSMITTAL FORM

Senate Document #:	14-15-20
PCC ID #:	N/A
Title:	Revisions to the Senate Bylaws
Presenter:	Charles Wellford, Chair, Plan of Organization Review Committee
Date of SEC Review:	January 21, 2015
Date of Senate Review:	April 8, 2015
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 Plan of Organization Review Committee was charged in October 2013 to conduct a thorough review of the current Plan of Organization. The Plan of Organization Review Committee submitted its revisions to the Plan and the Senate Bylaws in January 2015. The Senate Executive Committee voted to send the revised Plan to the Senate in February 2015 and voted to submit the revised Bylaws to the Senate after final approval of the revised Plan. The revised Plan was approved by the University Senate at its meeting on February 11, 2015. An institution-wide referendum was conducted from February 16 – 27, 2015. The Senate Office verified the results on March 2, 2015 and confirmed that the three major campus constituencies (faculty, staff, students) approved the revised Plan of Organization. President Loh added his approval on March 9, 2015.</p>
Relevant Policy # & URL:	http://senate.umd.edu/bylaws
Recommendation:	The Plan of Organization Review Committee recommends that the University Senate Bylaws be amended as proposed in the attached version of the Bylaws.
Committee Work:	<p>During its review process, the Plan of Organization Review Committee created a subcommittee to propose revisions to the Senate Bylaws that would align the Bylaws with changes made to the Plan of Organization. This includes the following:</p> <ul style="list-style-type: none"> • Reorganization of staff categories into exempt and non-exempt categories separated by academic colleges and administrative divisions to ensure balanced staff

	<p>representation.</p> <ul style="list-style-type: none"> • Revisions to the single-member constituencies to align with the new definition of faculty in Article 3 of the Plan. • Inclusion of a replacement process for vacated Senate seats. • Revisions to guidelines for committee operations and the committee membership selection process to align with current practices. • Clearly defining the relationship and interaction between the Senate and the Athletic Council. <p>In addition, the Committee considered changes to all of the standing committee memberships in order to streamline and make them more effective. This included the dissolution of the Governmental Affairs Committee and the transfer of essential charge elements from the General Education Committee to the Educational Affairs Committee. Lastly, the Committee included appendices for the bylaws/charter of the Research, IT, and Athletic councils; procedures for the elections of UMCP Representatives to the Council of University System Staff (CUSS); and Procedures for Review of College and School Plans of Organization.</p> <p>The Committee also considered logistical requests including proxy voting, absentee voting, electronic participation etc. The Committee agreed that Senators should be present for the discussion in order to cast an informed vote on specific issues before the Senate. The Committee also agreed that technology is not currently at a stage that would facilitate meaningful remote participation.</p> <p>The full Committee reviewed the subcommittee's proposed changes to the Bylaws. The Committee approved the revised Bylaws on December 15, 2014 and agreed to make recommendations to the Senate Executive Committee for Senate approval following approval of the Plan.</p>
Alternatives:	The Senate could reject the proposed amendments to the Senate Bylaws. The Bylaws would not be aligned with the newly revised Plan of Organization.
Risks:	There are no associated risks.
Financial Implications:	There are no financial implications.
Further Approvals Required:	Senate Approval, Presidential Approval

RECOMMENDED REVISIONS TO THE BYLAWS OF THE UNIVERSITY SENATE

Proposed additions shown in **blue and bold**

Proposed deletions shown in ~~red and strikeout~~

Text that has been moved shown in ~~green and strikeout~~ and **green bold**

BYLAWS OF THE UNIVERSITY SENATE

BYLAWS OF THE UNIVERSITY SENATE
University of Maryland, College Park
Amended September 18, 2013

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BYLAWS OF THE UNIVERSITY SENATE

The University of Maryland, College Park

ARTICLE 1 AUTHORIZATION

- 1.1 These *Bylaws of the University Senate* (hereafter referred to as the *Bylaws*) are adopted according to Article 7 of the *University of Maryland Plan of Organization for Shared Governance* (hereafter referred to as the *Plan*), and are subject to amendment as provided for in the *Plan*.

ARTICLE 2 MEMBERSHIP

- 2.1 The members of the Senate are as designated in Article 3 of the *Plan* and further specified in 2.1 and 2.2 below. All elected members are subject to the conditions stated in the *Plan*, including its provisions for expulsion, recall, and impeachment (Articles 4.10, 4.11, and 5.86 of the *Plan* and Article 2.3, 2.4, and 2.5 below).

2.1.a Staff Senators

For the purpose of Senate representation, the Staff Constituency is divided into the following categories. Each category shall elect one Senator from among its ranks for each 200 staff members or major fraction thereof.

1. Exempt Staff with appointment in Colleges, Schools, and Academic Affairs
2. Exempt Staff with appointment in Divisions
3. Non-Exempt Staff with appointment in Colleges, Schools, and Academic Affairs
4. Non-Exempt Staff with appointment in Divisions

- ~~1. Executive, Administrative, and Managerial Staff~~
- ~~2. Professional Staff~~
- ~~3. Secretarial and Clerical Staff~~
- ~~4. Technical and Para-Professional Staff~~
- ~~5. Skilled Crafts~~
- ~~6. Service and Maintenance~~

~~Exempt staff are in categories 1 and 2; non-exempt staff are in categories 3-6.~~

- 2.1.b Staff member job categories will not include the category designated for the President, vice presidents, provosts, and deans if they hold faculty rank.
- 2.1.c Any individual within the faculty member voting constituency cannot be included in the staff member voting constituency or nominated for election as a ~~Senate~~ staff **Senator member**. Staff candidates for the Senate must have been employed at the University of Maryland College Park for 12 months prior to standing as candidates for **the** Senate. Staff members may not stand for Senate elections while in the probationary period of employment.
- 2.1.d An ex officio member denoted in the *Plan* (Article 3.6.a.) who is not precluded from staff member categories as noted in Articles 2.1.b and 2.1.c may be elected as a voting member of the Senate by an appropriate constituency. Such ex officio members should also have been employed by the University of Maryland College Park for 12 months prior to standing as candidates for the Senate.
- 2.1.e As noted in the *Plan* (Article 3.3.c), the term of each staff Senator shall be three (3) years. Terms of staff members will be staggered in such a way that for each term, one-third of the total members from a job category are serving the first year of their term. Not every member of a specific **staff** job category shall be elected in the same year. ~~except in the case that the job categories are redefined by the University or these Bylaws. In such a circumstance, at the completion of the election, from those members who were elected:~~ **However, if the University or these Bylaws redefine the staff job**

categories outside of a normal reapportionment, the staff Senate seats will be vacated. A subsequent election will be held to populate all staff Senate seats within the new categories with staggered terms as follows:

- (1) One-third of the members in a job category who received the lowest number of votes will serve a one-year term,
- (2) One-third of the members in a job category who received the second lowest number of votes will serve two-year terms,
- (3) One-third of the members in a job category who received the highest number of votes will serve three year-terms.

A person serving **less than** a ~~one~~ **three**-year term is defined **as** not to have served a full term and is eligible for re-election to a full term the following year.

2.2 Single Member Constituencies

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

- (a) **Part-Time Research, Teaching, and Adjunct** Faculty who are not members of the Faculty Constituency as defined in Section 3.2 of the Plan shall **together** elect ~~two (2)~~ **one (1)** 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, ~~that~~ **these** Senators shall have the same voting rights as a **F**aculty Senator.
- (b) **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.** ~~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) **Head Coaches who are not members of the Faculty Constituency as defined in Section 3.2 of the University Plan of Organization together shall elect one Senator from among their ranks to serve 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. 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) **Post-Doctoral Associates (formerly Research Associates), Junior Lecturers, and Faculty Assistants (formerly Faculty Research Assistants) who are not members of any Senate constituency as defined in Article 3 of the Plan together shall elect one (1) Senator, 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.** ~~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) **The Contingent II 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 II² staff Senator shall have been employed by the University for twelve months prior to their election.** ~~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 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.~~ 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) ~~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.~~ 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.
- (h) ~~Head coaches who are not members of the Faculty Constituency as defined in Section 3.2 of the University Plan of Organization together shall elect one Senator from among their ranks to serve 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.~~

- 2.3 ~~If any e~~lected Senators ~~s is~~ shall not be absent from two (2) consecutive regularly scheduled meetings of the Senate without ~~prior approval from the notifying the~~ Office of the University Senate ~~that they will require an excused absence~~ (Article 4.10.a of the *Plan*).~~), the Executive Secretary and Director shall notify the constituency of this fact.~~ Also in accordance with Article ~~4.9 and~~ 4.10 of the *Plan*, until the member attends a meeting of the Senate, or the Senator is expelled, that Senator shall be counted in the total membership when a quorum is defined for a meeting.
- 2.4 If an elected Senator is no longer a member of the constituency by which he or she was elected, the seat shall be vacated and the Senator shall be replaced according to the following guidelines:
 - 2.4.a If there was a runner-up in the election in which the Senator was elected, the runner-up shall replace that Senator immediately, provided he or she is still eligible.
 - 2.4.b If there was no runner-up in the election in which the Senator was elected and the vacancy occurs in the spring semester, that Senator shall serve for the remainder of the Senate year and shall be replaced in the next election cycle for the remainder of the term.
 - 2.4c If there was no runner-up in the election in which the Senator was elected and the vacancy occurs prior to the spring semester, or if the Senator is unable to serve the remainder of the Senate year, the Senate Executive Committee, in consultation with the appropriate constituency, shall appoint a replacement for that Senator.
- 2.5 If an elected Senator is no longer in satisfactory standing at the University, he or she shall be replaced immediately in accordance with 2.4.a or 2.4.c above.
- 2.6 All elections shall be completed by the Transition Meeting of the Senate.

ARTICLE 3 MEETINGS

3.1 Regular Meetings:

The Senate shall schedule at least four (4) regular meetings each semester. The notice, agenda, and supporting documents shall be mailed, by campus or electronic-mail, from the **Office of the University Senate** ~~Office~~ to the membership no later than one calendar week prior to each regular meeting unless

otherwise approved by the Executive Committee.

3.2 **Special Meetings:**

3.2.a Special meetings of the Senate may be called in any of the following ways, with the matter(s) to be considered to be specified in the call:

- (1) By the presiding officer of the Senate;
- (2) By a majority vote of the Executive Committee of the Senate;
- (3) By written petition of a majority of the elected members of the Senate. The petition shall be delivered to the Chair or the Executive Secretary and Director of the Senate. The Chair shall give notice of arrangements for the meeting within seventy-two (72) hours of receipt of a valid petition;
~~and-or~~
- (4) By resolution of the Senate.

3.2.b The notice of a special meeting shall include the agenda and shall be sent to the members of the Senate as far in advance of the meeting as possible. The agenda of a special meeting may specify a scheduled time of adjournment ~~and provide information on adjourned meetings.~~

3.2.c The scheduling of a special meeting shall reflect the urgency of the matter(s) specified in the call, the requirement of reasonable notice, and the availability of the membership.

3.3 **Openness of Meetings and Floor Privileges:**

3.3.a Meetings of the Senate shall be open to all members of the campus community except when the meetings are being conducted in closed session.

3.3.b Representatives of the news media shall be admitted to all meetings of the Senate except when the meetings are conducted in closed session. The use of television, video, or recording equipment shall not be permitted except by express consent of the Senate.

3.3.c When a report of a committee of the Senate is being considered, members of that committee who are not members of the Senate may sit with the Senate and have a voice but not a vote in the deliberations of the Senate on that report.

3.3.d Any Senator may request the privilege of the floor for any member of the campus community to speak on the subject before the Senate. The Chair shall rule on such requests.

3.3.e By vote of the Senate, by ruling of the Chair, or by order of the Executive Committee included in the agenda of the meeting, the Senate shall go into closed session. The ruling of the Chair and the order of the Executive Committee shall be subject to appeal, but the Chair shall determine whether such appeal shall be considered in open or closed session.

3.3.f While in closed session, the meeting shall be restricted to voting members of the Senate (Article 3 in the *Plan*), to members granted a voice but not a vote (Articles 3.6, 5.2.c, ~~and 5.5.c.~~ of the *Plan*), to the Executive Secretary and Director, to the parliamentarian and any staff required for keeping minutes ~~and audio recordings,~~ and to other persons expressly invited by the Senate.

3.4 **Rules for Procedure:**

3.4.a The version of *Robert's Rules of Order* that shall govern the conduct of Senate meetings shall be *Robert's Rules of Order, Newly Revised*.

3.4.b A quorum for meetings shall be defined as a majority of elected Senators who have not ~~given received~~ prior ~~notification~~ ~~approval for of~~ absence ~~to from~~ the Office of the University Senate, or ~~fifty sixty~~ (560) Senators, whichever number is higher. For the purpose of determining a quorum, ex officio members ~~with or~~ without vote shall not be considered.

3.5 **Senators must be physically present in order to participate in meetings.**

ARTICLE 4 EXECUTIVE COMMITTEE

4.1 Membership and Election:

- 4.1.a As set forth in the *Plan* (Article 8.2), the members of the Executive Committee shall include the Chair and Chair-Elect of the Senate, ~~and twelve~~ **thirteen** (1**23**) members elected from the voting membership of the Senate, ~~and four (4) non-voting ex officio members. One of the two staff members shall be elected by and from the Senators representing exempt staff, and the other shall be elected by and from the Senators representing nonexempt staff.~~
- ~~4.1.b Non voting members of the Executive Committee shall be the President and the Senior Vice President and Provost or their representatives; the Executive Secretary and Director of the Senate, who shall be secretary of the Executive Committee; and the Parliamentarian.~~
- 4.1.**be** The election of the Executive Committee shall be scheduled as a special order at the transition~~a~~ meeting of the Senate in the Spring Semester, but in no case shall it precede the election of the Chair-Elect as provided for in the *Plan* (Article 5.3 **and 5.7.a**). In the event of a tie vote in the election for members of the Executive Committee, a ballot will be ~~mailed~~ **made available** to each Senator as soon as the votes are counted and the tie discovered. Ballots are to be returned within one (1) week from the date ~~mailed~~ **of distribution**.
- 4.1.**cd** In the event of a vacancy on the Executive Committee, the available candidate who had received the next highest number of votes in the annual election for the Executive Committee shall fill the remainder of the unexpired term.

4.2 Charge: The Executive Committee shall exercise the following functions:

- 4.2.a Assist in carrying into effect the actions of the Senate;
- 4.2.b Act for the Senate as provided for by and subject to the limitations stated in Article 4.3;
- 4.2.c Act as an initiating body suggesting possible action by the Senate;
- 4.2.d Review and report to the Senate on administrative implementation of policies adopted by the Senate;
- 4.2.e Prepare the agenda for each Senate meeting as provided for by and subject to limitations stated in Article 4.4;
- 4.2.f Serve as a channel through which any member of the campus community may introduce matters for consideration by the Senate or its committees;
- 4.2.g Prepare and submit reports on the Senate's work to the President and the campus community;
- 4.2.h Review the operations of the Office of the University Senate ~~in January of~~ each year, and make recommendations to the President **or his or her designee** for improvements in those operations and for the replacement or continuation of the Executive Secretary and Director;
- 4.2.i Serve as the channel through which the Senate and the campus community may participate in the selection of officers of the campus and the University;
- 4.2.j Perform such other functions as may be given it in other provisions of these *Bylaws* and the *Plan*; and
- 4.2.k **Make recommendations on nominees for campus-wide and system-wide committees and councils requiring representatives, when necessary.** ~~Conduct elections, by Senators representing faculty constituencies, for membership on system-wide bodies requiring faculty representatives.~~

4.3 Rules Governing Executive Committee Action for the Senate:

- 4.3.a Where time or the availability of the membership precludes a meeting of the Senate, as, for example, during the summer or between semesters, the Executive Committee may act for the Senate.
- 4.3.b A report of all actions taken by the Executive Committee when acting for the Senate, with supporting material, shall be included with the agenda of the next regular meeting of the Senate. By written request of ten (10) Senators, received by the Chair of the Senate prior to the call to order of that meeting, any Executive Committee action on behalf of the Senate shall be vacated and the item in question placed on the agenda as a special order. If any such item is not petitioned to the floor, it shall stand as an approved action of the Senate.

4.4 Rules Governing Preparation of the Senate Agenda:

- 4.4.a The order of business for regular meetings shall be as follows:
 - (1) Call to order;
 - (2) Approval of the minutes of the previous regular meeting and any other intervening special meeting(s);
 - (3) Report of the Chair **(including any report from the Executive Committee);**
 - ~~(4) Report of the Executive Committee;~~
 - ~~(45)~~ Special orders of the day;
 - ~~(56)~~ Unfinished business;
 - ~~(67)~~ Reports of committees;
 - ~~(78)~~ Other new business; and
 - ~~(89)~~ Adjournment.
- 4.4.b For regular meetings the Executive Committee shall consider all submissions for inclusion on the Senate agenda. The Executive Committee may not alter a submission, but may delay its inclusion, may include it on the agenda of a special meeting, may submit the material directly to a committee of the Senate, or may refuse to place it on the agenda if the material is inappropriate, incomplete, or unclear. The party making a submission shall be notified of the action taken in this regard by the Executive Committee.
- 4.4.c The order of business for a special meeting shall be as follows:
 - (1) Call to order;
 - (2) Statement by the Chair of the nature and origin of the call of the meeting;
 - (3) The special order;
 - (4) Other business as determined by the Executive Committee; and
 - (5) Adjournment.
- 4.4.d For a special meeting the agenda shall include the matter(s) specified in the call of that meeting as the Special Order. Other items may be included on the agenda as the Executive Committee deems appropriate.

- 4.5 Meetings of the Executive Committee: A quorum of the Executive Committee shall be seven (7) voting members. Minutes of the meetings shall be kept. **The agenda shall be made publicly available prior to**

~~each meeting. A report of the Executive Committee shall be submitted to the next regular meeting of the Senate.~~ The Executive Committee shall meet at the call of the Chair or by petition of seven (7) voting members of the Executive Committee, or by petition of twenty-five (25) voting members of the Senate.

- 4.6 The Senate Budget: The Executive Secretary and Director shall be responsible for the Senate budget, shall consult with the Executive Committee on the preparation of the budget request, and shall report to the Executive Committee the funds received.
- 4.6.a The Executive Secretary and Director shall make an annual report to the **Associate Vice President for Personnel and Budget Senate** on expenditure of the Senate budget.
- 4.6.b Consent of the Executive Committee shall be required before any change in the budgeted use of Senate funds involving more than ten percent (10%) of the total may be undertaken.
- 4.7 **Referral of Items to Standing Committees:** The Executive Committee shall refer items to the standing committees.
- 4.7.a The Executive Committee shall refer an item to an appropriate committee when instructed by the Senate or when requested by the President, or when petitioned by 150 members of the Senate electorate.
- 4.7.b The Executive Committee may also refer any item it deems appropriate, and the standing committee shall give due consideration to such requests from the Executive Committee.
- 4.7.c The Chair of the Senate may, as need requires, act for the Executive Committee and refer items to standing committees. All such actions shall be reported at the next meeting of the Executive Committee.
- 4.8 To the extent permitted by law and University policy, the records of the Senate shall be open.

ARTICLE 5 COMMITTEES OF THE SENATE

- 5.1 **Standing Committees - Specifications:** The specifications of each standing committee of the Senate shall state its name, its specific charge, and any exceptions or additions to the basic charge to standing committees stated in Article 5.2. The specifications shall list all voting ex officio members and **shall define may-restrict** committee composition.
- 5.1.a ~~General~~ Standing Committees: In an appropriate section of Article 6 there shall be specifications for each ~~general~~ committee.
- 5.2 **Standing Committees - Basic Charge:** In its area of responsibility, as defined in its specifications, each committee shall be an arm of the Senate with the following powers:
- (1) To formulate and review policies to be established by the Senate according to the *Plan* (Article 1);
 - (2) To review established policies and their administration and to recommend any changes in policies or their administration that may be desirable;
 - (3) To serve in an advisory capacity, upon request, regarding the administration of policies;
 - (4) To function on request of the President or of the Executive Committee as a board of appeal with reference to actions and/or decisions made in the application of policies; and
 - (5) To recommend the creation of special subcommittees (Article 5.7-5.98) when deemed necessary.

5.3 Standing Committees - **General** Committee Operation:

5.3.a Agenda Determination:

- (1) **A general committee shall have principal responsibility for identifying matters of present and potential concern to the campus community within its area of responsibility. Such matters should be placed on the agenda of the general committee.** ~~Nonprocedural items shall be placed on the agenda of a general committee by vote of that committee, by referral from the Executive Committee (Article 4.7), or by referral of policy recommendations. The committee shall determine the priorities of its agenda items.~~
- (2) **Nonprocedural items shall be placed on the agenda of a general committee by vote of that committee, by referral from the Executive Committee (Article 4.7), or by referral of policy recommendations. The committee shall determine the priorities of its agenda items.** ~~A general committee shall have principal responsibility for identifying matters of present and potential concern to the campus community within its area of responsibility. Such matters should be placed on the agenda of the general committee.~~
- (3) **Committee agendas shall be made publicly available prior to each meeting.**

5.3.b **Action minutes of the proceedings of each committee meeting shall be kept in accordance with Robert's Rules of Order for Small Committees.**

5.3.bc **Rules for Procedure of Standing Committees: The version of Robert's Rules of Order that shall govern the conduct of Standing Committees shall be Robert's Rules of Order for Small Committees, Newly Revised. Standing Committees shall determine how advancing technology, such as phone and video conferencing and other electronic methods of participation, can be used for their purposes. Standing Committees may choose to conduct votes via email, and shall agree on any other mechanisms for conducting business outside of meetings, when necessary.**

5.3.ed **Quorum Requirements of Standing Committees: Unless a quorum number is specified in the membership description of a committee, the quorum shall be a majority of voting members of the committee.**

5.4 **Standing Committees - Reporting Responsibilities:** Each committee shall be responsible through its presiding officer for the timely delivery of the following reports.

- 5.4.a The Executive Secretary and Director shall receive an announcement of each meeting of the committee stating the time and place of the meeting with agenda items. It shall be sent as far in advance of the meeting as possible.
- 5.4.b The committee shall report its progress on agenda items as required by the Executive Secretary and Director or the Chair of the Senate.
- 5.4.c Reports providing information and/or recommendations to the Senate shall be submitted to the Executive Committee for inclusion on the Senate agenda. Reports resulting from the committee's advisory or board of appeals function shall be submitted to the appropriate Senate or campus officer, and the Executive Committee notified of the submission.
- 5.4.d Upon written request of at least four (4) members of a committee, the presiding officer of that committee shall include a minority statement with any committee report. Those requesting inclusion need not support the substance of the minority statement.
- 5.4.e An annual report shall be presented to the Chair of the Senate at the end of the academic year, or, if approved by the Chair, no later than August 16, for submission to the **Executive Committee Senate**. The report shall include a list of all items placed on the committee's agenda, noting the disposition of each **and a summary of the committee's deliberations. A cover sheet for each annual report, containing an outline of topics considered by the committee and their status, shall be made publicly available.** In the case of committees with little activity, the committee may recommend

inactive status the ensuing year **until charged by the Executive Committee to address a specific matter:**

- (1) **A committee may be placed on inactive status with approval of the Executive Committee. No presiding officer or members shall be appointed to the committee while on inactive status.**
- (2) **A committee on inactive status may be reactivated by the Executive Committee when matters within its purview, as stipulated in Article 6, are brought to the Executive Committee for review. Following reactivation, the Office of the University Senate shall solicit volunteers for the committee in its annual volunteer period, and the Committee on Committees shall select members for the committee, in accordance with the provisions of 5.5 below.**
- (3) **A Special Committee (Article 5.9) may not be appointed to consider matters within standing committee specifications in lieu of reactivating an inactive committee.**

5.5 Standing Committees - Selecting Members: Persons shall be named to standing committees in accordance with the procedures listed below.

- 5.5.a **The Office of the University Senate shall provide information on the charge and membership specifications of each committee.**
- 5.5.ab ~~The Committee on Committees, through the~~ **The Office of the University** Senate ~~office,~~ shall **solicit volunteers for the Senate's standing committees on an annual basis through an online process. During this volunteer period, all faculty, staff, and students shall be eligible to indicate their top three preferences for any committees with vacancies in their constituency and include a candidacy statement for consideration by the Committee on Committees. The Office of the University Senate will maintain these records for potential future use.** ~~a database of the qualifications, preferred committees, and past committee service of members of the Senate electorate. Opportunity to update this database shall be provided annually. In the case of students, new information will be solicited through the most practical means. In the case of staff and faculty, current information will be forwarded with a request that the elector update the information. In conjunction with this annual update, the Senate office shall circulate prepared information on the duties, powers, and membership specifications of each committee and council to each unit, to all new electors, and to students requesting the information.~~
- 5.5.bc The Committee on Committees shall **develop slates of nominees to fill vacancies on the standing committees and University Councils** ~~submit nominations as necessary to maintain full and effective committee membership.~~ No person shall be nominated for a committee position without consenting to serve on that committee, either through indicated preference or explicit agreement. In making nominations, the Committee on Committees shall keep in view the continuing membership of the committee to ensure that the full membership complies with specifications of the *Plan* and these *Bylaws*. Committee members shall be nominated consistent with requirements for diversity specified in Section 8.1 of the *Plan*.
- 5.5.ed Ex officio members named in a committee's specifications shall be voting members unless otherwise specified in the *Bylaws*. Upon recommendation of the Committee on Committees, the Executive Committee may appoint ex officio members with particular expertise or benefit to the committee. Such members shall serve with voice, but without vote. The Executive Committee is empowered to make such changes in non-voting ex officio membership as appropriate.
- 5.5.de The Committee on Committees shall forward **a slate of nominees for committee service** ~~nominations~~ to the Executive Committee to place on the Senate agenda for approval. Each nominee shall be identified by name, **and** constituency, ~~and Senate committee experience.~~ The notice of nomination shall also include the name and constituency of continuing members of the committee, and the name and office of the ~~current~~ ex officio members, listed for information only. The nominations shall be subject to action by the Senate consistent with the *Plan* and the specifications of these *Bylaws*.
- 5.5.ef Terms on standing committees shall be two (2) years for faculty and staff, and one (1) year for

students. Appointments to two-year terms shall be staggered: that is, as far as practical, half of the terms from each faculty or staff constituency shall expire each year. Terms shall begin on **July 1 of** ~~the date of the transitional meeting of the Senate in~~ the appropriate year.

5.5.**fg** A member of a standing committee whose term is expiring may be appointed to another term, subject to restrictions (1) and (2) below. The Committee on Committees is particularly charged to consider the reappointment of active student members.

- (1) No reappointment shall be made that would cause the appointee to serve longer than four consecutive years on the same committee.
- (2) At most, half of the non-student members of a committee whose terms are expiring in any given year may be reappointed.

5.5.**gh** Terms as presiding officer of a committee shall be one year. A presiding officer may be reappointed if his/her tenure as a **Senator** ~~committee member~~ is continuing; however, no one shall serve as presiding officer of a committee for **longer** ~~more~~ than two (2) consecutive years.

5.5.**hi** Appointments of the presiding officers of committees shall be **made by the Chair of the Senate**, designated **on as** the annual committee slate, and shall be approved by the Senate ~~at an appropriate meeting. Appointments to unexpired terms shall be for the remainder of the unexpired term and shall be acted upon by the Senate as placed on the agenda by the Executive Committee.~~

5.6 **Standing Committees - Replacing Presiding Officers and Members:** The presiding officer and members of any active standing committee may be replaced for cause after inquiry by **the Office of the University Senate with approval of** the Executive Committee, ~~subject to approval by the Senate (see Article 5.6.c).~~

5.6.a Cause, for presiding officers, is defined as the following:

- (1) Failure to activate the committee during the first semester after appointment in order to organize its business and determine an agenda; or
- (2) Failure to activate the committee in order to respond to communications referred from the Executive Committee; or
- (3) Failure to activate the committee in order to carry out specific charges required in Article 6 or other Senate documents.

5.6.b Cause, for members, is defined as the following:

- (1) Continual absence from committee meetings and/or lack of participation in committee activities; or
- (2) Lack of registration on campus for students or termination of employment on campus for faculty and staff.

5.6.c Procedure for replacing presiding officers and members:

- (1) The decision to replace a presiding officer rests with the Executive Committee; and
- (2) Requests for replacing a committee member shall be submitted by the presiding officer of a committee to the Executive Committee; such requests will contain a statement citing the appropriate "cause."

5.6.d When the Executive Committee decides to replace a presiding officer or committee member, it shall request the Committee on Committees to identify a suitable replacement.

5.7 **Standing Committees - Appointing Special Subcommittees:** A standing committee of the Senate may appoint special subcommittees to assist in the effective performance of its responsibilities. Persons appointed

to special subcommittees who are not members of standing committees must be approved by the Executive Committee. The Chair of any special subcommittee must be a member of the standing committee making the appointment.

5.8 Standing Committees – Appointing Special Joint Subcommittees: Two or more standing committees of the Senate may appoint special joint subcommittees to assist in the effective review of issues that pertain to the charge of multiple committees. Persons appointed to serve who are not members of associated standing committees must be approved by the Executive Committee. The Chair of any such subcommittee must be a member of one of the associated standing committees making the appointment. Special Joint Subcommittees will report directly to the full associated standing committees for final action.

5.89 Special Committees: A special committee of the Senate may be established by resolution of the Senate to carry out a specified task. The empowering resolution shall also stipulate the means of selecting the committee and any restrictions on its composition. The committee shall function until the completion of its tasks or until discharged by the Senate. A final report of its work shall be presented to the Senate. Members shall serve for the duration of the committee unless otherwise specified by the Senate.

ARTICLE 6 STANDING COMMITTEE SPECIFICATIONS

6.1 Academic Procedures and Standards Committee:

- 6.1.a Membership: The committee shall consist of an appointed presiding officer; ten (10) faculty members; **one (1) staff member**; three (3) undergraduate and ~~two-one (21)~~ graduate students; and the following persons or a representative of each: the Senior Vice President and Provost, the Director of Undergraduate Admissions, the University Registrar, the Associate Provost for Academic Affairs and Dean for Undergraduate Studies, and the Associate Provost for Academic Affairs and Dean of the Graduate School.
- 6.1.b Quorum: A quorum of the Academic Procedures and Standards Committee shall be ten (10) voting members.
- 6.1.c Charge: The committee shall formulate and continually review policies, rules, and regulations governing the admission, readmission, academic standing, and dismissal of all students for academic deficiency.
- 6.1.d Charge: The committee shall **formulate and** continually review policies and procedures for academic advisement, scheduling of classes, and registration.
- 6.1.e Charge: The committee shall formulate and continually review policies to be observed by the instructional staff in conducting classes, seminars, examinations, students' research, and student evaluations.
- 6.1.f Policies, rules, and regulations exclusively governing admission, readmission, scholastic standing, and dismissal of graduate students for academic deficiency shall be reviewed by an appropriate committee of the Graduate School. Such policies, rules, and regulations will be transmitted by the Graduate School directly to the Senate through the Executive Committee. Policies, rules, and regulations that concern both graduate and undergraduate matters shall be considered by both the **Academic Procedures & Standards (APAS)** ~~Educational Affairs~~ Committee and the appropriate committee of the Graduate School.

6.2 Campus Affairs Committee:

6.2.a Membership:

- (1) The committee shall consist of an appointed presiding officer; six (6) faculty members; two (2) undergraduate and two (2) graduate students; two (2) staff members, **with one exempt and one non-exempt to the extent of availability**; the President or a representative of the

Student Government Association; the President **or a representative** of the Graduate Student Government ~~or the President's graduate student designee~~; and the following persons or a representative of each: the Senior Vice President and Provost, the Vice President for **Administration & Finance** ~~Administrative Affairs~~, the Vice President for Student Affairs, the Vice President for University Relations, the Chief Diversity Officer, and the Chair of the Coaches Council.

- (2) When discussions of safety are on the agenda, the Chief of Police, the ~~President's Office of Legal Office—Affairs~~, the Director of Transportation Services, and other campus constituencies, as appropriate, shall be invited to participate or send a representative.
- (3) The Chair of this committee or a **faculty** member designated by the Chair and approved by the Senate Executive Committee will serve as an ex officio member of the Athletic Council. **The Chair, or a committee member designated by the Chair, shall also serve as an ex-officio member of and** the Campus Transportation Advisory Committee.

6.2.b Quorum: A quorum of the Campus Affairs Committee shall be nine (9) voting members.

6.2.c Charge: The committee shall formulate and continually review policies and regulations affecting the **entire** ~~total~~ campus, its functions, its facilities, its internal operation and **its** external relationships, including the awarding of campus prizes and honors, and make recommendations concerning the future of the campus.

6.2.d Charge: The committee shall ~~establish~~ **formulate and continually review policies and** procedures for the periodic review of campus level administrators.

6.2.e Charge: The committee shall **periodically** gather community input on safety and security issues and shall act as a liaison between the police and the campus community. ~~The committee shall provide an annual report to the Senate regarding this charge.~~

6.3 Committee on Committees:

6.3.a Membership and terms:

- (1) As set forth in the *Plan* (Article 8.3.a), the Committee on Committees shall be chaired by the Chair-Elect of the Senate.
- (2) ~~Besides the Chair-Elect of the Senate,~~ **The** voting membership, as defined in the *Plan* (Article 8.3.a), shall consist of **the Chair-Elect of the Senate**, six (6) faculty members **elected by faculty Senators**, with no more than one (1) from any ~~e~~College **or School-elected by faculty Senators**; ~~two~~ **one** ~~(21)~~ **non-exempt** staff members ~~e~~ elected by **non-exempt** staff Senators; **one (1) exempt staff member elected by exempt staff senators; one (1) undergraduate student elected by undergraduate student Senators; and one** ~~two~~ **(12)** **graduate** students ~~e~~ elected by **graduate** student Senators.
- (3) Students are elected to serve for one (1) year, faculty and staff for two (2) years, whether or not their membership in the Senate continues beyond their first year of service in the committee.
- (4) Terms of faculty and staff members are staggered in such a way that, at any time, no more than three (3) faculty members and one (1) staff member are serving the second year of their term.
- (5) In the event of a vacancy on the Committee on Committees, the available candidate who had received the next highest number of votes in the last annual election for the Committee on Committees, ~~subject to provisions in 6.3.a(2),~~ shall fill the remainder of the unexpired term. **In the event that there is no runner-up, the Executive Committee shall fill the vacant seat.**
- (6) A quorum of the Committee on Committees shall be six (6) voting members.**

6.3.b Charge:

- (1) As set forth in the *Plan* (Article 8.3.b), responsibilities of the Committee on Committees include:
 - (a) Identification and recruitment of individuals for service on Senate committees;
 - (b) **Approval of the University Library Council slate of nominees, as mandated in section 2.C of the Bylaws of the University Library Council.**
 - (c) **Creation of a slate of nominees for the Nominations Committee, for approval by the Senate.** ~~Identification and recruitment of individuals to serve as representatives of the Senate on University committees.~~
- (2) Additional duties include
 - (a) ~~Identification of individuals for service on System committees.~~ **As needed, the Committee on Committees may be charged to assess** ~~Ongoing assessment of the effectiveness of committees, and make recommendations for improvements and changes in their operations and structure.~~
 - (b) **Other such duties as specified by the Executive Committee.** ~~Ongoing assessment of the effectiveness of committees, and recommendation for improvements and changes in the operations and structure of the Elections, Representation and Governance Committee and the Executive Committee.~~

6.3.c Operation: The Committee on Committees shall follow the procedures specified for standing committees in Article 5 above, with the exception of 5.5.

6.4 Educational Affairs Committee:

- 6.4.a Membership: The committee shall consist of an appointed presiding officer; ~~twelve~~ **ten** (102) faculty members, **of whom at least two (2) must be tenured/tenure-track faculty members and at least two (2) must be professional track faculty members**; two (2) staff members, **with one exempt and one non-exempt to the extent of availability**; two (2) undergraduate students and one (1) graduate student; the President or a representative of the Student Government Association; the President **or a representative** of the Graduate Student Government ~~or the President's graduate student designee~~; the Associate Dean for General Education; **a representative of the Associate Provost for Academic Affairs and Dean for Undergraduate Studies**; and the following persons or a representative of each: the Senior Vice President and Provost, ~~the Director of the Honors College, the Associate Provost for Academic Affairs and Dean for Undergraduate Studies~~, the Associate Provost for Academic Affairs and Dean of the Graduate School, and the Vice President of Information Technology and CIO. ~~The presiding officers of the Program, Curricula, and Courses (PGC) and the General Education Committees shall be non-voting, ex-officio members.~~
- 6.4.b Quorum: A quorum of the Educational Affairs Committee shall be eleven (11) voting members.
- 6.4.c Charge: The committee shall formulate and continually review plans and policies to strengthen the educational system of the College Park campus. The committee shall receive ideas, recommendations, and plans for educational innovations from members of the campus community and others. The committee shall inform itself of conditions in the ~~e~~**C**olleges, ~~s~~**S**chools, and other academic units, and shall propose measures to make effective use of the resources of the campus for educational purposes.
- 6.4.d **Charge:** The committee shall exercise broad oversight and supervision of the General Education Program at the University of Maryland as described in the 2010 document Transforming General Education at the University of Maryland and the General Education Implementation Plan approved by the University Senate in February 2011. The committee shall review and make recommendations concerning the General Education Program to the Senate and the Associate Provost for Academic Affairs and Dean for Undergraduate Studies. Such recommendations shall include, as the committee deems appropriate, the program's requirements and its vision, especially with regard to evaluating

trends, reviewing learning outcomes, and maintaining the balance of courses in the General Education categories.

6.4.e Relation of the **Educational Affairs** Committee to the **General Education Program** and the Office of the Associate Provost for Academic Affairs and Dean for Undergraduate Studies:

- (1) The Associate Provost for Academic Affairs and Dean for Undergraduate Studies will prepare an annual report on the status of the General Education Program and will send the report to the Educational Affairs Committee by **October** ~~September~~ 1.
- (2) The Associate Provost for Academic Affairs and Dean for Undergraduate Studies will meet with the **Educational Affairs** Committee as needed to discuss or update the report. Topics will include but not be limited to: the membership and ongoing work of the General Education Faculty Boards; the proposal and approval process for General Education courses; the learning outcomes for the different course categories; areas where additional courses or rebalancing may be needed; trends and developments that may impact the General Education Program; and informational resources for students, faculty, and advisors about the General Education Program.
- (3) The Office of the Associate Provost for Academic Affairs and Dean for Undergraduate Studies shall inform the committee of modifications in the proposal or review process, the disposition of recommendations from the committee, and any other changes regarding the implementation of the General Education Program as specifically delegated to that office.

6.5 Elections, Representation, and Governance Committee:

- 6.5.a Membership: The committee shall consist of an appointed presiding officer; ~~seven-six (76)~~ faculty members; ~~two-one (21)~~ **exempt** staff members; **one (1) non-exempt staff member**; two (2) undergraduate and two (2) graduate students; and **representatives** of the Director of Human Resources and the Associate Vice President for Institutional Research, Planning, and Assessment.
- 6.5.b Quorum: A quorum of the Elections, Representation, and Governance Committee shall be eight (8) voting members.
- 6.5.c Charge: The committee shall review and recommend policies regarding the conduct of elections, determine correct apportionments for all constituencies, and investigate and adjudicate all charges arising from the management and results of Senate elections.
- 6.5.d Charge: The committee shall determine the correct apportionment for all constituencies **every five (5) years as stipulated in Article 3.8 of the Plan and following** ~~every five (5) years in association with any review or revision of the Plan as stipulated in (Articles 3.8 and 6.3 of the Plan).~~
- 6.5.e Charge: The committee shall supervise all Senatorial elections and referenda in accordance with the Plan (Article 4.2), and shall **consult** ~~cooperate~~ with certain constituencies in their nomination and election processes in accordance with the Plan (Article 4.4) ~~or~~ as requested by the Executive Committee.
- 6.5.f Charge: The committee shall **formulate and review** ~~establish appropriate~~ procedures for the tallying and reporting of election results ~~(Article 4.8 of the Plan)~~, and **shall perform** other such duties as appropriate (Articles ~~3.3.b and 3.4.b(2)~~ of the Plan).
- 6.5.g Charge: The committee shall review the ~~p~~**Plans** of ~~e~~**Organization** of the ~~e~~**Colleges**, ~~s~~**Schools**, and other units, in accordance with the Plan (Article 11) **and as specified in Appendix 7 of these Bylaws.**
- 6.5.h Charge: The committee shall review and observe the operation and effectiveness of the University Senate and make any appropriate recommendations for improvements.
- 6.5.i Charge: The committee shall receive all petitions for impeachment of the Chair or Chair-Elect in

accordance with the *Plan* (Article 5.86).

- 6.5.j Charge: The committee shall initiate procedures for expelling Senators in accordance with the *Plan* (Article 4.10).
- 6.5.k Charge: The committee shall receive all petitions for the recall of Senators in accordance with the *Plan* (Article 4.11).

6.6 Equity, Diversity, & Inclusion Committee:

- 6.6.a Membership: The committee shall consist of an appointed presiding officer; ~~four~~ **two (42)** undergraduate and two (2) graduate students; ~~six~~ **five (65)** faculty members; **three (3) exempt staff members; three two (32)** non-exempt staff members; the Director of the Office of Diversity **and Inclusion** ~~Education and Compliance; one (1) exempt staff member or a Director from the Office of the Senior Vice President and Provost; one (1) exempt staff member or a Director from the Division of Administrative Affairs; one (1) exempt staff member or a Director from the Division of Student Affairs;~~ and the following persons or a representative of each: the Senior Vice President and Provost, the Vice President for **Administration & Finance** ~~Administrative Affairs~~, and the Vice President for Student Affairs.
- 6.6.b Quorum: A quorum of the Equity, Diversity, & Inclusion Committee shall be ~~eleven~~ **nine (911)** voting members.
- 6.6.c Charge: The committee shall carry out its responsibilities as detailed in Article 1, Section E of the **University of Maryland** Code on Equity, Diversity, and Inclusion, ~~University of Maryland, College Park,~~ and recommend any appropriate changes in the Code.
- 6.6.d Charge: The committee #** shall consider programs for improving equity, diversity, and inclusiveness at the University.

6.7 Faculty Affairs Committee:

- 6.7.a Membership: The committee shall consist of an appointed presiding officer; ten (10) faculty members, of whom four (4) shall be senators ~~and including two (2) must be untenured~~ **one (1) assistant professor and one (1) professional track faculty member**; one (1) undergraduate student and two (2) graduate students; one (1) staff member; and the following persons or a representative of each: the President, the Senior Vice President and Provost, and the Director of Human Resources. **One (1) elected Council of University System Faculty representative from the University shall serve as a voting ex officio member.**
- 6.7.b Quorum: A quorum of the Faculty Affairs Committee shall be ~~eight~~ **nine (89)** voting members.
- 6.7.c Charge: The committee shall formulate and continually review policies pertaining to faculty life, employment, academic freedom, morale, and perquisites.
- 6.7.d Charge: The committee shall work for the advancement of academic freedom and the protection of faculty and research interests.
- 6.7.e Charge: The committee shall, in consultation with ~~e~~**C**olleges, ~~s~~**S**chools, and other academic units, **formulate and review** ~~establish~~ procedures for the periodic review of academic administrators below the campus level.
- 6.7.f Charge: The committee shall review the Appointment, Promotion, and Tenure or Permanent Status section of each College, School, or the Libraries Plan of Organization in accordance with Appendix 7 of these Bylaws.**

~~6.8 General Education Committee:~~

- ~~6.8.a Membership: The committee shall consist of:~~

- ~~(1) A presiding officer, who is a member of the faculty, and is appointed by the chair of the Senate;~~
- ~~(2) Twelve (12) faculty members consisting of:

 - ~~(a) One (1) representative from each of the following entities: the College of Agriculture and Natural Resources; the School of Architecture, Planning, and Preservation; the College of Arts and Humanities; the College of Behavioral and Social Sciences; the Robert H. Smith School of Business and Management; the College of Computer, Mathematical, and Natural Sciences; the College of Education; the A. James Clark School of Engineering; the College of Information Studies; the Philip Merrill College of Journalism; the School of Public Health; and the School of Public Policy;~~~~
- ~~(3) Four (4) students, of whom at least one (1) must be an undergraduate student and at least one (1) must be a graduate student, from four (4) different entities listed in 6.8.a(2)(a) above and those under the Office of Undergraduate Studies.~~
- ~~(4) The Associate Provost for Academic Affairs and Dean for Undergraduate Studies, the Director of the Honors College, the Executive Director of College Park Scholars (or their designees), and the Associate Dean for General Education shall serve as voting ex officio members.~~

6.8.b Charge:

- ~~(1) To facilitate the ongoing Core Liberal Arts and Sciences Program for students under the Core requirements, the General Education Committee shall exercise continuing supervisory authority and general oversight of the Core Liberal Arts and Sciences Program at the University of Maryland consistent with its authority as mandated by the report on undergraduate education entitled Promises to Keep: The College Park Plan for Undergraduate Education (Pease Report), adopted by the College Park Senate in March 1988 and in coordination with the General Education Program at the University of Maryland as described in the 2010 document Transforming General Education at the University of Maryland and the General Education Implementation Plan approved by the University Senate in February 2011. It shall also make periodic reports to the Senate on its evaluation of the effectiveness of the program and make any recommendations for revision or improvements it deems appropriate.~~
- ~~(2) The General Education Committee shall exercise broad oversight and supervision of the General Education Program at the University of Maryland as described in the 2010 document Transforming General Education at the University of Maryland and the General Education Implementation Plan approved by the University Senate in February 2011. The General Education Committee shall review and make recommendations concerning the General Education Program to the Senate and the Associate Provost for Academic Affairs and Dean for Undergraduate Studies. Such recommendations shall include, as the committee deems appropriate, the program's requirements and its vision, especially with regard to evaluating trends, reviewing learning outcomes, and maintaining the balance of courses in the General Education categories.~~

~~6.8.c The committee may, under the provisions of Section 5.7, establish subcommittees for each major segment of its work. A member of the General Education Committee shall serve as the presiding officer of each subcommittee. The other members may, but need not, be members of the General Education Committee as the General Education Committee and the Senate Executive Committee deem appropriate.~~

~~6.8.d Relation of the General Education Committee to the Office of the Associate Provost for Academic Affairs and Dean for Undergraduate Studies:~~

- ~~(1) The Associate Provost for Academic Affairs and Dean for Undergraduate Studies will prepare~~

~~an annual report on the status of the General Education Program and will send the report to the General Education Committee by September 1.~~

- ~~———— (2) ——— The Associate Provost for Academic Affairs and Dean for Undergraduate Studies will meet with the **General Education** Committee as needed to discuss or update the report. Topics will include but not be limited to: the membership and ongoing work of the General Education Faculty Boards; the proposal and approval process for General Education courses; the learning outcomes for the different course categories; areas where additional courses or rebalancing may be needed; trends and developments that may impact the General Education Program; and informational resources for students, faculty, and advisors about the General Education Program.~~
- ~~———— (3) ——— The Office of the Associate Provost for Academic Affairs and Dean for Undergraduate Studies shall inform the committee of modifications in the proposal or review process, the disposition of recommendations from the committee, and any other changes regarding the implementation of the General Education Program as specifically delegated to that office.~~

~~6.9 — Governmental Affairs Committee:~~

~~6.9.a — Membership: The committee shall consist of the Chair Elect of the Senate; the current Chair of the Senate; the immediate past Chair of the Senate; a federal and a state campus legislative liaison appointed by the President; two (2) faculty members; one (1) undergraduate student; one (1) graduate student; one (1) non-exempt staff member; one (1) exempt staff member; and such additional non-voting, ex officio members as shall be appointed under Section 5.5.c of these Bylaws. Committee members shall not be limited to two consecutive terms as specified in Section 5.5.f(1) of these Bylaws. To assure continuity, selection of members should be made in a way that will return at least four (4) of the members of the immediate past committee to the newly appointed committee.~~

~~6.9.b — Charge: The committee shall initiate activities to provide contact with and information for executive and legislative bodies; shall serve as an advisory body to the President concerning campus needs requiring legislation; and shall keep the Senate abreast of legislative issues important to the campus.~~

~~6.940- Programs, Curricula, and Courses Committee:~~

~~6.940.a~~ Membership: The committee shall consist of an appointed presiding officer; ten (10) faculty members; **one (1) staff member**; two (2) undergraduate students and one (1) graduate student; and the following persons or a representative of each: the Senior Vice President and Provost, the Associate Provost for Academic Affairs and Dean for Undergraduate Studies, the Associate Provost for Academic Affairs and Dean of the Graduate School, and the Dean of Libraries.

~~6.940.b~~ Quorum: A quorum of the Programs, Curricula, and Courses Committee shall be nine (9) voting members.

~~6.940.c~~ Charge: The committee shall formulate, review, and make recommendations to the Senate concerning policies related both (1) to the establishment, modification, or discontinuance of academic programs, curricula, and courses; and (2) to the establishment, reorganization, or abolition of colleges, schools, academic departments, or other units that offer credit-bearing programs of instruction or regularly offer courses for credit.

~~6.940.d~~ Charge: The committee shall review and make recommendations to the Senate in at least the areas designated by (1) through (3) below. Recommendations in these areas are not subject to amendment on the Senate floor unless a detailed objection describing the area of concern has been filed with the **Office of the University** Senate **Office** at least forty-eight (48) hours prior to the meeting at which the recommendations will be introduced. The committee will announce proposed recommendations to the campus community sufficiently in advance of the meeting at which they are to be considered so as to allow time for concerned parties to file their objections.

- (1) All proposals for the establishment of a new academic program, for the discontinuance of an existing academic program, for the merger or splitting of existing academic programs, or for

the renaming of an existing academic program;

- (2) All proposals for the creation, abolition, merger, splitting, or change of name of ~~e~~Colleges, ~~s~~Schools, departments of instruction, or other units that offer credit-bearing programs of instruction or regularly offer courses for credit; and
- (3) All proposals to reassign existing units or programs to other units or programs.

6. ~~940~~.e Charge: The committee shall review and shall directly advise the Office of Academic **Planning and Programs Affairs** concerning proposals to modify the curricula of existing academic programs, or to establish citation programs consistent with ~~e~~College rules approved by the Senate. The committee shall inform the Senate of its actions in these cases.

6. ~~940~~.f Charge: The committee shall review, establish, and advise the Vice President's Advisory Committee concerning policies for adding, deleting, or modifying academic courses.

6. ~~940~~.g Charge: The committee shall be especially concerned with the thoroughness and soundness of all proposals, and shall evaluate each according to the mission of the University, the justification for the proposed action, the availability of resources, the appropriateness of the sponsoring group, and the proposal's conformity with existing regulations. The committee shall be informed of any recommendations made by the Academic Planning Advisory Committee concerning resource issues, the consistency of the proposed action with the University's mission and strategic directions, or both.

6. ~~940~~.h **Operation:** The committee shall ~~meet regularly as needed.~~ **follow the procedures specified for standing committees in Article 5 above, with the exception of 5.3.b.**

6. ~~940~~.i Relation of the Programs, Curricula, and Courses Committee to the Office of the Senior Vice President and Provost.

- (1) The committee, in consultation with the Office of the Senior Vice President and Provost, shall determine the requirements for supporting documentation and the procedures for review for all proposals.
- (2) The committee shall be informed by the Office of the Senior Vice President and Provost of all proposed modifications to existing programs and curricula. After consulting with the presiding officer of the committee, the ~~Provost's~~ Office **of the Senior Vice President and Provost** shall act on all minor changes that are not of a policy nature.
- (3) The committee shall be informed by the Office of the Senior Vice President and Provost of all changes made pursuant to ~~6.409.ih~~(2). The committee shall be informed by the Office of the Senior Vice President and Provost of all other changes in academic curricula whose approval has been specifically delegated to that office. In particular, this includes the approval to offer existing academic programs through distance education or at a new off-campus location.

6. ~~940~~.j Relationship of the Programs, Curricula, and Courses Committee to the Graduate School: Proposals concerned with graduate programs and curricula shall receive the review specified by the Graduate School, in addition to the review of the Programs, Curricula, and Courses Committee. Any such proposal whose approval has been denied by the Graduate School shall not be considered by the committee.

6.104 **Staff Affairs Committee:**

6. ~~104~~.a Membership: The committee shall consist of an appointed presiding officer; ~~eight ten (840)~~ staff members, ~~including a with two (2) members, preferably a Senator,~~ from each of the elected staff categories; **two (2) Category II contingent employees, with one exempt and one non-exempt to the extent of availability;** ~~three one (31)~~ faculty members; ~~two (2) students one (1) student;~~ ~~the Director of Human Resources;~~ and one (1) representative each ~~from the offices~~ of the Senior Vice President and Provost, **the Director of Human Resources,** the Vice President for **Administration & Finance** ~~Administrative Affairs,~~ ~~the Vice President for University Relations,~~ and the Vice President for

Student Affairs. The **three (3)** elected **University UMCP** representatives to the Council of University System Staff (CUSS), ~~the two staff representatives on the Executive Committee, shall serve as voting ex officio members; the alternate University representatives to the Council of University System Staff (CUSS) shall be non-voting ex officio members and two (2) Category II contingent employees shall also be members of the committee.~~

6.10**4**.b Quorum: A quorum of the Staff Affairs Committee shall be ~~twelve~~ **nine (9/12)** voting members.

6.10**4**.c Charge: The committee shall formulate and continually review campus policies affecting staff members, including policies regarding periodic review of campus departments and administrators that employ staff members.

6.10**4**.d Charge: The committee shall assist the Office of the University Senate in soliciting nominations and encouraging participation in elections of staff Senators as specified in Article 4.5**4** of the *Plan*.

6.10**4**.e Charge: Staff Affairs shall assist the Committee on Committees and the Senate Executive Committee in identifying and recruiting staff representatives for campus and Senate committees, including system-wide activities involving staff.

6.10**4**.f Charge: The committee shall administer the Council of University System Staff (CUSS) nomination and election process. Definitions of eligible staff shall be defined by the Board of Regents and CUSS.

6.10**4**.g Charge: The committee shall actively promote and provide orientation and opportunities for staff involvement in shared governance at every administrative level.

6.10.h Charge: The committee shall facilitate the annual nomination process for the Board of Regents' Staff Awards at the University of Maryland, College Park.

6.1**12** Student Affairs Committee:

6.1**12**.a Membership: The committee shall consist of an appointed presiding officer; ~~ten~~ **eight (8)** undergraduate students, of whom ~~four~~ **five (5)** must be Senators; four (4) graduate students, of whom two (2) must be Senators; ~~three~~ **two (2)** faculty members; two (2) staff members **with one exempt and one non-exempt to the extent of availability**; the President or a representative of the Student Government Association; the President **or a representative** of the Graduate Student Government ~~or the President's graduate student designee~~; two **(2)** representatives of the Office of the Vice President for Student Affairs; and one **(1)** representative each from the Graduate School ~~and the Division of Administrative Affairs, the Office of the Senior Vice President and Provost, the Division of University Relations~~, and the Department of Resident Life.

6.1**12**.b Quorum: A quorum of the Student Affairs Committee shall be ~~twelve~~ **eleven (11/12)** voting members.

6.1**12**.c Charge: The committee shall formulate and continually review policies regarding all non-academic matters of student life including, but not limited to, student organizations, resident life, extracurricular activities, and student concerns in the campus community.

6.1**12**.d Charge: The committee shall assist the Office of the University Senate and the **C**olleges and **S**chools as appropriate in soliciting nominations and encouraging participation in the election of student Senators.

6.1**23** Student Conduct Committee:

6.1**23**.a Membership: The committee shall consist of an appointed presiding officer; four (4) faculty members; **one (1) staff member**; five (5) students, of whom at least three (3) must be undergraduate students and one (1) must be a graduate student; and the Director of the Office of Student Conduct, or a representative, as a non-voting **ex officio consulting** member.

6.1**23**.b Charge: The committee shall formulate and continually review recommendations concerning the rules and codes of student conduct, as well as means of enforcing those rules and codes.

- 6.123.c Charge: The committee acts as an appellate body for infractions of the approved Codes of Student Conduct and Code of Academic Integrity. Procedures for the committee's operation in this role are to be developed and filed with the Office of Student Conduct and the Executive Secretary and Director of the Senate. The committee shall also confirm members of all judicial boards listed in the Codes of Student Conduct, except conference and ad hoc boards.

ARTICLE 7 UNIVERSITY COUNCILS

- 7.1 **Definition:** University Councils are established by Article 8.64 of the *Plan* to exercise an integrated advisory role over specified campus units and their associated activities. University Councils are jointly sponsored by the University Senate, ~~the College Park campus administration, and the Office of the President or Provost (as appropriate) chief administrative officer(s) of the designated unit(s) (hereafter indicated by "director").~~ University Councils may be assigned reporting responsibilities to any member(s) of the College Park administration at the dean level or above (hereafter referred to as the "designated administrative officer").
- 7.2 **Creation of University Councils:** Proposals to create a University Council shall be evaluated by a task force appointed jointly by the University Senate Executive Committee and the designated administrative officer to whom the new Council would report. Following its deliberations, this task force shall present a report **(hereafter referred to as the "Task Force Report")** to the Senate, the designated administrative officer, and the director of the unit whose activities are the focus of the Council. **The Task Force Report** ~~That report~~ shall indicate the specifications that define the working relationship among the Senate, the designated administrative officer, and the director. The **Task Force Report** ~~report~~ shall include at least the following: the scope and purpose of the new Council; a review of the current committees and advisory relationships to be superseded by the proposed Council; identification of the designated administrative officer and unit director to whom the Council reports; the charge to the Council; the size, composition, and appointment process of members of the Council; the Council's relationship to the Senate, the designated administrative officer, and the director including the responsibilities of these three sponsors to the Council and the responsibilities of the Council to these three sponsors; and principles for operation of the Council. The **Task Force Report** ~~proposal of the task force~~ shall be reviewed by the **Executive Committee** ~~appropriate Senate committees~~, approved by the designated administrative officer, and then approved by the Senate. At the same time, the Senate shall approve appropriate revisions in its *Bylaws* to incorporate the Council into its **council committee** structure **as defined in Article 8 of these Bylaws**. The **Task Force Report** ~~report of the task force~~, as approved, shall be preserved with official Senate documents, serving as a record of the original agreements establishing the Council.
- 7.3 **Specifications in Senate Bylaws:** For each Council, Senate **B**ylaws shall: state its name; specify its responsibilities to the Senate; define its membership, including any voting privileges of ex officio members; and identify any exceptions or additions to the provisions of **this** Article ~~7 of these Bylaws~~ particular to the Council.
- 7.4 **Basic Charge:**
- 7.4.a The Council's responsibilities to the University Senate shall include those specified for Senate committees in Article 5.2 of these *Bylaws*. In addition, each Council shall:
- (1) Sponsor hearings, as appropriate, on issues within its purview that are of concern to the Senate and the campus community.
 - (2) Provide a mechanism for communication with the campus community on major issues facing the unit and its activities.
 - (3) Respond to charges sent to the Council by the Senate Executive Committee **in accordance with Article 4.7**.
 - (4) Provide an annual written report to the Senate on the Council's activities including the status of unresolved issues ~~before the committee~~.

- 7.4.b Responsibilities to the designated administrative officer shall be specified in the Task Force Report and may include:
- (1) To advise on the unit's budget, space, and other material resources, in addition to personnel, staffing and other human resources.
 - (2) To advise on the unit's administrative policies and practices.
 - (3) To advise on the charges to be given to periodic internal and external review committees.
 - (4) To respond to requests for review, analysis, and advice from the designated administrative officer.
 - (5) To meet at least annually with the designated administrative officer to review the major issues facing the unit and its activities on campus.
 - (6) To fulfill such other responsibilities as specified in the Task Force Report.
- 7.4.c Responsibilities to the unit's director shall be specified in the Task Force Report and may include:
- (1) To advise on the needs and concerns of the campus community.
 - (2) To advise on opportunities, policies, and practices related to the unit's ongoing operations.
 - (3) To review and advise on unit reports, studies, and proposed initiatives.
 - (4) To respond to requests for review, analysis, and advice made by the director.
 - (5) To meet at least annually with the director to review the major issues facing the unit and its activities on campus.
 - (6) To fulfill such other responsibilities as specified in the Task Force Report.

7.5 Membership and Appointment to University Councils:

- 7.5.a Membership: Councils shall have nine ~~(nine)~~ (9) to thirteen (13) members as specified in the appropriate subsection of Article 8 of these *Bylaws*. In addition, each ~~C~~eouncil shall include an ex officio member designated by the administrative officer, and such other ex officio members as specified in ~~the appropriate subsection of~~ Article 5.5.d of these *Bylaws*. These ex officio members shall have voice but no vote.
- 7.5.b Appointment: Representatives of the designated administrative officer's office and ~~the Committee on Committees of~~ the University Senate shall agree on nominees for vacancies on the ~~C~~eouncil. These nominations shall be submitted to the designated administrative officer **for approval. In addition, these nominations shall be submitted and** to the University Senate for approval, **or for election if specified in the Council's governing documents.** In exercising its powers of appointment to the ~~C~~eouncil, the Senate shall follow procedures for review and approval for Senate committee appointments specified in Article 5.5.~~ed and 5.5-g~~ of these *Bylaws*.
- 7.5.c Terms: Rules governing beginning date and length of terms, and restrictions on reappointment shall be **specified in the governing documents of each Council.** ~~those specified for Senate committees, except that t~~The presiding officer shall serve a three (3) year term and cannot be reappointed, **unless otherwise specified in the governing documents of the Council.**
- 7.5.d Appointment of Presiding Officer: The designated administrative officer and the Senate Executive Committee shall reach an agreement on a presiding officer, and the joint choice shall be submitted to the Senate for approval. If the presiding officer is selected from among the membership of the ~~C~~eouncil, a replacement shall be appointed to the vacated seat.

7.6 Operational Relationship of University Councils to Sponsors:

- 7.6.a The **Office of the** University Senate ~~Office~~ shall **provide basic** support **for the** activities of ~~the University C~~**ouncils** ~~in a manner similar to all other Senate committees.~~
- 7.6.b The office of the designated administrative officer, through its ex officio **University C**~~e~~**ouncil** member, shall provide liaison to other administrative units as required.
- 7.6.c The unit director shall provide the **University C**~~e~~**ouncil** with internal data, reports, studies, and any other materials required to support the **C**~~e~~**ouncil's** work. In addition, the director shall also arrange for unit staff to appear before the committee as requested.
- 7.6.d Control of the University **C**~~e~~**ouncil's** agenda shall be the responsibility of the presiding officer of the **University C**~~e~~**ouncil** and the voting members of the **University C**~~e~~**ouncil** **in accordance with procedures for standing committees provided in Article 5.3.a**, subject to the charges provided in Article 7.4 of these *Bylaws*, the appropriate subsection of Article 8 of these *Bylaws*, and the approved Task Force Report governing the **University C**~~e~~**ouncil**.
- 7.6.e Each University **C**~~e~~**ouncil** shall develop its own bylaws, which must be approved by the designated administrative officer and by the Senate.
- 7.6.f In addition to the required annual report, the presiding officer shall keep the Chair of the Senate informed of the major issues before the **University C**~~e~~**ouncil** and shall indicate when action or information items are likely to be forwarded for Senate consideration. In submitting recommendations for Senate action, the **University C**~~e~~**ouncil** shall inform the unit director and the designated administrative officer in advance of its recommendations. For purposes of conducting Senate business, reports from the University **C**~~e~~**ouncil** and floor privileges of the Senate shall be managed in the same manner as ~~general~~ **standing** committees of the Senate defined in these *Bylaws* (3.3.c, 4.4.b, ~~4.7, and 5.3.a~~). In the case where the presiding officer of the University **C**~~e~~**ouncil** is not a member of the Senate, he or she may report to the Senate and participate in the deliberations of the Senate subject to the provisions of Article 3.3.c of these *Bylaws*.

7.7 Review of University Councils:

- 7.7.a Five (5) years after a University **C**~~e~~**ouncil** is formed, a review of the **University C**~~e~~**ouncil** shall be undertaken jointly by the Senate and administration, and a written report issued. The review may recommend continuation of the **University C**~~e~~**ouncil** in its original form and mode of operation, modification of the **University C**~~e~~**ouncil** structure and/or operations, or discontinuance of the **University C**~~e~~**ouncil**.
- 7.7.b Following the initial review, the University **C**~~e~~**ouncil** and its operations shall be reviewed in conjunction with the periodic review of the *Plan*.

ARTICLE 8 UNIVERSITY COUNCIL SPECIFICATIONS

8.1 University Library Council

- 8.1.a Charge: The University Library Council has the responsibility to provide advice and to report on policy issues concerning the University Libraries to the University Senate, to the Senior Vice President and Provost, and to the Dean of Libraries- (~~S~~see Appendix ~~2~~ **1** for additional responsibilities and the **Library** Council's Bylaws).
- 8.1.b Membership: The **Library** Council shall consist of thirteen (13) appointed members and three (3) ex officio members. The appointed members shall be: the Chair, ten (10) ~~other~~ faculty members including at least one (1) member of the library faculty, ~~a~~ **one (1)** graduate student, and ~~an~~ **one (1)** undergraduate student. The three (3) ex officio members shall be a representative of the ~~e~~Office of the Senior Vice President and Provost, a representative of the Office of the Dean of Libraries, and the Chair-Elect of the Senate.

8.1.c The Chair shall be a tenured faculty member.

8.1.d Reporting Responsibilities: The University Library Council shall report to the University Senate and the Senior Vice President and Provost under the terms of responsibility defined in Article 7.4 of these *Bylaws*.

8.2 University Research Council:

8.2.a Charge: In addition to the charges specified in Articles 5.2 and 7.4 of these *Bylaws*, the **Research** Council shall be governed by the following: The **Research** Council is charged to formulate and continually review policies regarding research, its funding, its relation to graduate and undergraduate academic degree programs, and its service to the community. Also, the **Research** Council is charged to review the research needs of faculty, other researchers and students, and to make recommendations to facilitate the research process and productivity of the University. Further, the **Research** Council shall formulate and continually review policies on the establishment, naming, reorganization, or abolition of bureaus, centers, or institutes that do not offer programs of instruction or regularly offer courses for credit, including their relationship to graduate and undergraduate academic programs. Additionally, when it perceives problems, the **Research** Council has the power to undertake investigative studies and recommend solutions.

8.2.b Membership: The University Research Council shall consist of thirteen (13) appointed members and ten (10) ex officio members. The appointed members shall be the Chair and eight (8) ~~other~~ faculty members; one (1) staff member; and three (3) students, including at least one (1) graduate and one (1) undergraduate student. ~~The Eight (8) ten-(10) voting ex officio members include shall be a representative of the President (non-voting), a representative of the Senior Vice President and Provost (non-voting), a representative of the Vice President for Research, a representative of the Dean of the Graduate School, a representative of the Dean of Undergraduate Studies, the Director of the Office of Research Administration and Advancement, and the Chairs of four (4) subcommittees of the University Research Council as follows: Research Development and Infrastructure Enhancement Subcommittee (RDIES); Research Advancement and Administration Subcommittee (RTAAS); Intellectual Property and Economic Development Subcommittee (IPEDS); and Awards and Publicity Subcommittee (APS). A representative of the President and a representative of the Senior Vice President and Provost shall serve as non-voting ex-officio members. The Chair shall be a tenured faculty member.~~

8.2.c **The Chair shall be a tenured faculty member.**

8.2.d Reporting Responsibilities: The University Research Council shall report to the University Senate and the Vice President for Research under the terms of responsibility defined in Article 7.4 of these *Bylaws* and the report establishing the University Research Council.

8.3 University IT Council:

8.3.a Charge: The IT Council shall advise and report on policy issues concerning the Division of IT to the University Senate and the Vice President for Information Technology and CIO. In addition to such responsibilities as are enumerated in Article 7 of these *Bylaws*, the IT Council shall:

- 1) Respond to requests from the Division of Information Technology, extra-divisional advisory bodies (such as the Council of Deans or the Student Technology Fee Committee), the University Senate, or other campus stakeholders for guidance on IT policy and implementation.
- 2) Advise on the Division's budget, material resources, personnel, staffing and human resources, administrative policies and practices, and have all other responsibilities listed in 7.4 of the *Bylaws* of the University Senate.
- 3) Initiate strategic inquiries on IT-related matters impacting or likely to impact the campus community.

- 8.3.b Membership: The IT Council ~~Steering Committee~~ shall consist of a ~~e~~Chair (1), the chairs of the four (4) IT Council Working Groups, and the following members already serving on an IT Council Working Group: one (1) exempt staff member, one (1) undergraduate student, one (1) graduate student, one (1) ~~non-tenured-research~~ **professional track** faculty member, one (1) tenured faculty member. The Vice President and CIO, or a designee, shall serve as a non-voting ~~ex-officio~~ member. Additional non-voting ~~ex-officio~~ members may be appointed as needed, by agreement between the CIO and the **Senate Executive Committee SEC**.
- 8.3.c The Chair of the IT Council ~~Steering Committee~~ shall be appointed by the Vice President for Information Technology and CIO and the Senate, as described in 7.5 of these *Bylaws*. The Chair will serve a three year term. The Chair shall normally (subject to exception by agreement of the Vice President and the Senate) also serve as a member of one of the Working Groups.
- 8.3.d Working Groups: The IT Council shall create four standing Working Groups. These groups should carry out research and make recommendations on IT issues, and shall each work with the appropriate Deputy CIO in the Division. The chair of each Working Group shall be appointed by ~~the Committee on Committees, in consultation with~~ the CIO and shall serve a two-year term. The four Working Groups shall be:
- 1) Learning @ Technology
 - 2) Enabling Research
 - 3) Infrastructure
 - 4) Enterprise Systems
- 8.3.e Reporting Responsibilities: The IT Council shall report to the Vice President and CIO of the Division of Information Technology and to the University Senate.

ARTICLE 9

THE ATHLETIC COUNCIL

9.1 The Athletic Council

- 9.1.a **The Athletic Council exists to help the University develop and maintain the best possible intercollegiate athletic program consistent with the academic integrity of the institution and the academic and social development of student athletes. The Athletic Council shall operate in accordance with its charter (Appendix 4), which shall specify its role, scope, responsibilities, leadership, and membership. Changes to the charter shall be approved by the President of the University.**
- 9.1.b **Membership: The charter designates its membership. The membership of the Athletic Council elected by the Senate includes:**
- 1) **Seven faculty members elected by the Senate at the annual Transition Meeting. Elected faculty representatives shall serve for a three-year term, and faculty who have served a full term shall for a period of one year be ineligible for re-election. The Senate should make every effort to assure diversity among the candidates for election to the Council.**
 - 2) **One staff member elected by the Senate at the annual Transition Meeting for a three-year term. A staff member who has served a full term shall for a period of one year be ineligible for re-election.**
 - 3) **The Chair of the Senate Campus Affairs Committee, or a faculty member designated by the Committee, shall serve as an ex-officio member.**
- 9.1.c **Relationship between the Senate and the Athletic Council:**
- 1) **The Council in cooperation with the Athletic Director shall submit an annual report to the Senate on the status of intercollegiate athletics at the University. This report shall**

at least include an analysis of admissions, academic performance, class attendance, major selection, graduation rates, budget performance, and compliance with NCAA, Conference, and campus rules.

- 2) The Council shall inform the Senate for its review of any proposed amendments to the Council's charter.

ARTICLE 109 DUTIES OF THE EXECUTIVE SECRETARY AND DIRECTOR

- 910.1 The Executive Secretary and Director of the Senate shall be responsible for the minutes and audio recordings of all Senate meetings.
- 910.1.a The minutes shall include only actions and business transacted. They shall be submitted to the Senate for approval. Copies of the approved minutes shall be ~~sent~~ made available to all chief administrative officers of Colleges, Schools, departments, and other units, and to the campus news media.
- 910.1.b A complete audio recording shall be made of each meeting and shall be maintained by the Office of the University Senate. In accordance with the University's Records Retention and Disposal Schedule, ~~An indexed—a~~ copy of each audio recording, excluding only those parts recorded during closed sessions, shall be placed with the minutes in the University Archives for open access.
- 910.2 The Executive Secretary and Director shall also maintain the following kinds of Senate records (see Article 4.8):
- (1) All material distributed to Senate members;
 - (2) All material received by or distributed to members of the Executive Committee;
 - (3) Any minutes of the Senate or the Executive Committee not otherwise included under (1) and (2);
 - (4) Annual reports of all committees of the Senate not otherwise included under (1) and (2);
 - (5) The audio records of Senate meetings;
 - (6) The current and all previous versions of the *Plan* and the *Bylaws*;
 - (7) Articles concerned with Senate structure and operation from campus and University publications as they come to the attention of the Executive Secretary and Director; and
 - (8) Other items deemed appropriate by the Executive Secretary and Director or the Chair of the Senate.
- 910.3 The Executive Secretary and Director shall store inactive records of the Senate in the University Archives.
- 910.4 The Executive Secretary and Director shall be responsible for the preparation of the Senate budget in accordance with Article 4.6.
- 910.5 The Executive Secretary and Director shall prepare as soon as possible after each annual senatorial election, a directory of the membership of the new Senate indicating for each member the constituency, term, office or department, ~~local address,~~ and email address ~~telephone number~~. A copy of this directory shall be available distributed to all members of the new Senate.
- ~~9.6 The Executive Secretary and Director shall furnish all available information concerning the membership of the appropriate categories to each staff candidate nominated for election to the Senate.~~

- ~~910.67~~ The Executive Secretary and Director shall keep a list, with campus addresses and telephone numbers, of all Senate officers and of all presiding officers of all Senate committees. This information shall be available upon request to any member of the campus community.
- ~~910.78~~ The Executive Secretary and Director shall **make available** ~~send~~ to each Senator, by campus **mail** or electronic **means** ~~mail~~, a copy of the agenda and supporting material for each meeting. The receipt of the agenda and the supporting material then available shall satisfy the notice requirements of the meeting in question (Article 3.1 and 3.2.b).
- ~~910.89~~ The Executive Secretary and Director shall prepare for the members of the Senate and its Executive Committee, as appropriate, all agendas, minutes, reports, and other documents, with the exception of proposals relating to the Programs, Curricula, and Courses (PCC) Committee. Nonetheless, the Executive Secretary and Director shall be responsible for the distribution of all items of Senate business, including PCC items to the members of the Senate and its Executive Committee, and to other such committees as necessary.
- ~~910.910~~ The Executive Secretary and Director shall inform the Executive Committee of the status of all members of the Senate in accordance with the *Plan* (Article 3.4.a(~~34-45~~), 3.4.b(~~34-45~~), and 3.7) and these *Bylaws* (Articles 2.2, 4.1, 5.5, and 5.6).
- ~~910.104~~ The Executive Secretary and Director shall have the privilege of attending the meetings of all standing committees and ad hoc committees of the Senate to assist in the coordination of Senate business.
- ~~910.112~~ The Executive Secretary and Director, ~~as the Senate's representative~~, shall provide information or assistance as requested ~~to the committee~~ for revision of the undergraduate catalog.

ARTICLE 110 ANNUAL TRANSITION OF THE SENATE

110.1 Preparation for Transition:

110.1.a By no later than the scheduled December meeting of the Senate, the Committee on Committees shall present to the Senate ~~at least~~ eight (8) nominees from among outgoing Senate members to serve on the Nominations Committee. The nominees shall include four (4) faculty members, one (1) exempt staff member, one (1) non-exempt staff member, one (1) graduate student, and one (1) undergraduate student. Further nominations shall **not** be accepted from the floor of the Senate. The Senate, as a body, shall ~~elect four (4) faculty members, one (1) exempt staff member, one (1) non-exempt staff member, one (1) graduate student, and one (1) undergraduate~~ **approve the slate of nominees** to serve ~~as on~~ the Nominations Committee. The Chair-Elect of the Senate shall serve as a non-voting, ex officio member of the Nominations Committee. The Nominations Committee shall elect its own Chair **from within the membership of the committee**. The Nominations Committee shall solicit nominations from the membership of the Senate and shall present to the Chair of the Senate by April 15:

- (1) A slate of at least two (2) candidates per seat from each constituency for elected membership on the Executive Committee, including those incumbent elected members who are eligible and willing to stand for reelection,
- (2) Slates of candidates to replace the outgoing members of the Committee on Committees, **the Campus Transportation Advisory Committee (CTAC), the University Athletic Council, and the Council of University System Faculty (CUSF)**, and **any such** other committees as required by these *Bylaws*, including at least one (1) nominee for each position to be filled, and
- (3) A minimum of two (2) candidates for the office of Chair-Elect.

Before reporting to the Chair of the Senate, the **Nominations** ~~nominating~~ **C**ommittee shall secure the consent of all ~~candidates-nominees~~ in writing.

110.1.b.A brief statement of each candidate's qualifications shall be sent to the voting membership of the incoming Senate ~~a minimum of twenty ten~~ (210) **working** ~~calendar~~ days before the ~~Transitional~~

Meeting of the Senate. Any further nominations made by members of the Senate and accompanied by a brief supporting statement and the consent of the candidate must be received by the Executive Secretary and Director at least twelve (12) working days before the Transitional Meeting. These additional nominations shall be ~~sent~~ **mailed** to the **voting** membership of the incoming Senate ~~at least~~ ten (10) working days before the Transitional Meeting.

110.2 Transitional Meeting:

- 110.2.a The Transitional Meeting will be the last regularly scheduled meeting of the Spring semester, and starts a new Senate session.
- 110.2.b Terms of office of newly elected Senators will begin, and the terms of the outgoing Senators will end, with the call to order of the ~~t~~**Transitional** ~~m~~**Meeting** by the outgoing Chair.
- 110.2.c Election of the Chair-Elect, as provided for in section 5.57.a of the *Plan*, shall be the first order of business of the Transitional Meeting, after which the outgoing Chair will pass the gavel to the previous Chair-Elect, who will assume the Chair.
- 110.2.d The election of the Executive Committee, ~~and the~~ election of incoming members of the Committee on Committees, **Campus Transportation Advisory Committee (CTAC), Athletic Council, Council of University System Faculty (CUSF)**, and such other persons elected by the members of the Senate ~~as prescribed in these Bylaws~~, shall be scheduled special orders of the Transitional Meeting. Nominations may be received from the floor by the Chair, in addition to those provided for in Article 101.1. Any such nomination is contingent on the consent of the candidate, which must have been secured beforehand in writing if the nomination is made in the absence of the candidate. In the event of a tie vote in the election for members of the Executive Committee or the Committee on Committees, a ballot will be **distributed** ~~mailed~~ to each Senator in the appropriate constituency. Ballots are to be returned to the **Office of the University** Senate ~~Office~~ within one (1) week from the date **distributed** ~~mailed~~.
- 110.2.e The elected members of the outgoing Executive Committee and the Committee on Committees shall continue to serve until the election of new members is held.
- 110.2.f After the conclusion of the Transitional Meeting, any ~~remaining~~ vacancies on standing committees will be filled ~~on an acting basis~~ by the new Committee on Committees, subject to the approval of the Executive Committee and pending confirmation by the full Senate at its next regularly scheduled meeting.

APPENDIX 1 COMMITTEE APPOINTMENTS AND TERMS

Implementation Procedures

~~In the initial year [1994-95] of implementation of Section 5.5, the following provisions shall govern appointment of members eligible for appointment to two-year terms:~~

- ~~(1) Half of the members shall be appointed to the committee for a one-year term and half for a two-year term.~~
- ~~(2) When multiple members are selected for a committee from a particular constituency, half shall be appointed for one-year terms and half for two-year terms.~~
- ~~(3) Incumbent committee members may be re-appointed to their committees for a one-year term, as long as their serving the one-year term does not extend their service beyond the length of service specified in Sections 5.5.fe and 5.5.fg.~~
- ~~(4) In preparing their slate for Senate action, the Committee on Committees shall identify one-year nominees and two-year nominees. The Senate may change the length of term of any nominee as long as such changes do not violate provisions of the Plan and Bylaws.~~

APPENDIX 12

BYLAWS OF THE UNIVERSITY LIBRARY COUNCIL

1. **Charge to the Library Council:** The University Library Council has the responsibility to provide advice about policy issues concerning the University Libraries to the University Senate, to the Senior Vice President and Provost, and to the Dean of Libraries.

A. The Council's Responsibilities to the University Senate:

- (1) Make recommendations for major changes and improvements in policies, operations, and services of the Libraries that represent the concerns and interests of Senate constituencies as well as other users of the Libraries. Such recommendations should specify the resource implications. Reports and recommendations to the University Senate shall be submitted to the Senate Executive Committee for placement on the agenda of the University Senate in the same manner as reports from the Senate's ~~general~~ **standing** committees. It is expected that the **Library** Council will also inform the Senior Vice President and Provost in advance of these legislative recommendations. In addition to the mandatory annual report, the Chair of the **Library** Council shall keep the Chair of the Senate informed of the major issues before the **Library** Council and shall indicate when action or information items are likely to be forwarded for Senate consideration.
- (2) Respond to charges sent to the **Library** Council by the Senate Executive Committee.
- (3) Provide an annual written report of the **Library** Council's activities, including the status of recommendations made by the **Library** Council each year, and of unresolved issues before the **Library** Council.

B. The Library Council's Responsibilities to the Senior Vice President and Provost:

- (1) Advise on the Libraries' budget, space, personnel and staffing, and other resources. It is expected that the Senior Vice President and Provost will consult the **Library** Council before undertaking major reviews of the Libraries with APAC and before preparing the annual budget for the Libraries.
- (2) Advise on the Libraries' administrative policies and practices.
- (3) Advise on the charges to be given to the committees to review the Dean of Libraries and to conduct the unit review of the University Libraries based on University policy
- (4) Advise on matters concerning the Libraries in conjunction with accreditation review and strategic planning.
- (5) Respond to requests for review, analysis, and advice made by the Senior Vice President and Provost.
- (6) Meet at least annually with the Senior Vice President and Provost to review the major issues facing the Libraries and its activities on campus.
- (7) The **Library** Council is responsible for informing the Senior Vice President and Provost of pending reports and recommendations to the University Senate.

C. The Library Council's Responsibilities to the Dean of Libraries:

- (1) Advise on the needs and concerns of diverse constituencies within the campus community with respect to Library policies, services, and new resources and technology.
- (2) Advise on strategies to involve Library users in the initiation, evaluation, and integration of new Library policies, practices, procedures, and technology. Such strategies might include forums for the discussion of changes, workshops for adjusting to new technologies, and ongoing programs of Library education.
- (3) Advise on operations, policies and new opportunities.
- (4) Advise on Library planning including strategic planning and other major plans for Library operation and

development.

- (5) Review and advise on the Libraries' reports, studies, and proposed initiatives that have significant long-term resource implications for the Libraries.
- (6) Hold at least one (1) meeting each year at which the Dean shall review major issues and plans, summarized in a State of the Libraries report distributed in advance to the **Library** Council.
- (7) It is expected that the **Library** Council will adopt a broad campus perspective and that the Dean of the Libraries will inform the **Library** Council of the University Libraries' needs and concerns and seek advice about major modifications of policies and operations affecting the campus community.

D. To Fulfill Its Responsibilities, the **Library Council May:**

- (1) Undertake investigative studies in matters concerning the University Libraries and recommend solutions to the University Senate, the Senior Vice President and Provost, the Dean of Libraries, or the general campus community.
- (2) Conduct open hearings on major issues concerning the University Libraries and their activities.
- (3) Communicate directly with the campus community on concerns related to support for, policies of, and services provided by the University Libraries.

2. **Composition of the **Library** Council:** The **Library** Council shall consist of thirteen (13) appointed members and three (3) ex officio members. The appointed members shall be: the Chair, ten (10) ~~other~~ faculty members including at least one (1) member of the Library faculty, **a one (1)** graduate student, and **an one (1)** undergraduate student. The three (3) ex officio members shall be a representative of the Office of the Senior Vice President and Provost, a representative of the Dean of the Libraries Office, and the Chair-Elect of the Senate.

A. Tenure in Office:

- (1) The **Library** Council Chair should be a tenured faculty member appointed for a single three-year term. Normally, the Chair shall have served as a member of the **Library** Council. If the Chair is serving as a regular member of the **Library** Council at the time of appointment, a new member shall be appointed to serve the remainder of the term the Chair has vacated. The Senior Vice President and Provost and the Senate Executive Committee shall reach an agreement on the **Library** Council Chair, and the joint choice shall be submitted to the University Senate for its approval.
- (2) The remaining ten (10) faculty members shall be appointed for staggered two-year terms. No faculty member shall serve more than two (2) terms consecutively. For this purpose, members who have served more than a year should be considered to have served a full term.
- (3) The two (2) student members shall be appointed for one-year terms. No student member should serve more than two (2) terms consecutively. For this purpose, student members who have served more than half their term should be considered to have served a full term.
- (4) The Office of the Senior Vice President and Provost will appoint a member of the Provost's staff as an ex officio member of the **Library** Council who will have voice but not vote.
- (5) The Dean of Libraries' Office will appoint an upper-level member of the Libraries' administrative staff as an ex officio member of the **Library** Council who will have voice but no vote.
- (6) The Chair-Elect of the Senate shall serve as an ex officio member of the **Library** Council who will have voice but no vote.

- B. **Qualifications of **Library** Council Members:** Successful operation of the **Library** Council requires that the members of the **Library** Council understand the nature of the Libraries and represent the best interests of the campus as well as the particular interests of their specific constituencies.

1. The **Library** Council members should be chosen from people who can bring a campus-wide perspective to

their deliberations on Library matters and who have shown interest and willingness to foster a good working relationship between the Libraries and their users.

2. **Library** Council members should be selected to represent as broad a range of campus disciplines and interests as possible. Faculty members should include representatives from both the professional and arts and sciences colleges, and within these constituencies, representatives of the arts and humanities, social sciences, and physical and biological sciences.
- C. **The Appointment Process:** In the spring of each year, the Chair of the University Library Council shall notify the representative of the Office of the Senior Vice President and Provost and the Chair-Elect of the Senate of the appointments required for the following academic year. The representative of the Office of the Senior Vice President and Provost and the Chair-Elect of the Senate shall draw up a slate of **nominees** ~~committee members~~ who will agree to serve, and the slate will be submitted to the Senior Vice President and Provost and the Committee on Committees for approval. The list of nominees for **Library** Council membership shall be submitted to the University Senate for approval. Ordinarily, the slate will be presented at the same Senate meeting at which other committee slates are approved. Dates of appointment and beginning of terms shall correspond with those of Senate committees. Replacement of **Library** Council members will take place through the same consultative process as the initial appointment, with submission of names to the Senate occurring as needed.
3. **Operation of the Library Council:** Effective and efficient **Library** Council operation will require adequate support and full cooperation among the Senate, the Senior Vice President and Provost, the Dean, and their offices.
 - A. The **Office of the** University Senate ~~Office~~ or its designee will provide normal committee support to the Council, including maintaining mailing lists, reproducing **Library** Council documents, keeping a copy of **Library** Council minutes, maintaining files for the **Library** Council, and arranging meeting rooms.
 - B. The Office of the Senior Vice President and Provost, through its ex officio **Library** Council member, will provide liaison to other administrative units, such as the Office of Institutional Research, Planning and Assessment, for their reports, data, or assistance. The **Office of the University Senate** ~~Office of the Senior Vice President and Provost~~ will also provide website space for the **Library** Council.
 - C. The Dean of the Libraries will provide the **Library** Council with internal data, reports, studies, etc. as needed to support the **Library** Council's work. The Dean will also arrange for unit staff to present testimony concerning such reports as the **Library** Council finds useful in carrying out its responsibilities. The Dean's assistance to the committee shall also include providing the **Library** Council members with the opportunity to attend an appropriate orientation session dealing with the Libraries.
 - D. Control of the **Library** Council's agenda will be the responsibility of the **Library** Council Chair and the voting members of the **Library** Council.
 - E. While being responsive to the needs of the Senior Vice President and Provost and the Senate in a timely manner is necessary, the sponsoring parties and the Dean of the Libraries must not attempt to micro-manage the ongoing operation of the **Library** Council. In turn the **Library** Council must not attempt to micro manage the Libraries.
 - F. The **Library** Council shall meet as necessary, but in no case less than once per semester. Meetings may be called by the Chair. In addition, upon receiving a request of any three members of the **Library** Council, the Chair shall call a meeting. A majority of the voting members of the **Library** Council shall constitute a quorum for the conducting of official business of the **Library** Council.
4. **Operational Relationship of the Library Council to its Sponsors:**
 - A. For purposes of University Senate action, a **Library** Council created through Senate action will appear in essentially the same role as a ~~general~~ **standing** committee of the University Senate.
 - B. The Chair may present reports and recommendations to the Senate but will not have a vote in Senate proceedings, unless he or she is a member of the Senate.
 - C. Since the committees of the Senior Vice President and Provost range widely in form and function, and do not

operate under a formal plan of organization and bylaws, there is no need to specify the **Library** Council's standing in the same fashion. For other purposes, such as APAC review of the Unit, the **Library** Council might be consulted like a College Advisory Council (that colleges will have under the shared governance plan) could be.

- D. The Dean of Libraries will ordinarily meet with the **Library** Council and have a voice in its deliberations. Since one of the three main functions of the **Library** Council is to advise the Dean, the Dean shall not formally be a member of the **Library** Council. On formal reports and recommendations of the **Library** Council to the University Senate or to the Senior Vice President and Provost, the Dean of the Libraries may send a separate memorandum to the Senate or the Senior Vice President and Provost, as appropriate, supporting or opposing the report or the recommendations, and providing ~~the~~ rationale for the Dean's position.
5. **Review of the Library Council:** The **Library** Council and its operations will be reviewed in conjunction with the periodic review of the Senate and the *Plan*.

APPENDIX 2 BYLAWS OF THE UNIVERSITY RESEARCH COUNCIL

APPENDIX 3 BYLAWS OF THE UNIVERSITY IT COUNCIL

APPENDIX 4 CHARTER OF THE UNIVERSITY ATHLETIC COUNCIL

APPENDIX 53 PROCEDURES FOR ELECTIONS OF UMCP REPRESENTATIVES TO THE COUNCIL OF UNIVERSITY SYSTEM FACULTY (CUSF)

The Chair of CUSF is not a member of CUSF. Thus, if the Chair is from College Park, a replacement must be named. At the end of his/her term as Chair, if his/her term on CUSF is not finished, he/she resumes his/her position as a CUSF member.

The normal term for CUSF representatives is three (3) years, with two alternates serving three (3)— year terms; if both alternates are elected at the same time, priority to be a replacement shall be in order of votes received. ~~if~~ if a regular representative is unable to serve out his/her term, an alternate replaces him/her for the remainder of the term, and a new alternate is named. The replacement representative shall be chosen in order of number of votes received. The **Office of the University Senate Nominations Committee** will **identify select** a replacement alternate subject to confirmation by the Senate **Executive Committee**.

The University Senate, ~~in accordance with its usual procedures,~~ will elect representatives to CUSF ~~each in the~~ spring. **The Senate Nominations Committee will solicit candidates and will present a slate to the Chair of the Senate with at least one (1) candidate for each vacant position to be filled. At the Transitional Meeting of the Senate, faculty Senators will vote to elect representatives to CUSF. Faculty members only are entitled to vote.** Each faculty ~~Senatore member shall have has~~ as many votes as there are open positions. If there are more candidates than positions, the person(s) receiving the most votes, in order, are declared representatives. The person receiving the next most votes is declared alternate. The remaining person, in order of vote tally, will be asked to move into the alternate position if the previous paragraph comes in to play. A record of the outcome of the election will be retained by the Executive Secretary and Director of the University Senate. If there are not sufficient candidates, or the pool of candidates is exhausted, representatives are chosen by the Executive Committee.

APPENDIX 6 PROCEDURES FOR ELECTIONS OF UMCP REPRESENTATIVES TO THE COUNCIL OF UNIVERSITY SYSTEM STAFF (CUSS)

The mission of the Council of University System Staff (CUSS) is to provide a voice for Staff employee concerns in reference to basic decisions that affect the welfare of the University System of Maryland (USM) and its employees. CUSS speaks for all non-exempt and exempt staff employees on Regular and Contingent II Status, who are not represented by a union under collective bargaining.

CUSS is comprised of Staff employees representing each USM institution and the USM Office (USMO).

Institution membership is proportionate to the number of Staff employees at the individual institutions, with a minimum of two (2) primary members and two (2) alternate members per institution. Representation on CUSS from each constituent institution is apportioned according to the following formula: 1 to 999 eligible employees, 2 representatives; over 1000 eligible employees, 3 representatives. Staff at each constituent institution shall also select an alternate who shall substitute for a regular member of CUSS when needed. Alternates should be selected at the same time and in the same manner as regular members. A delegation may include more than one (1) alternate who is eligible to cast a vote for an absent member provided the member has given prior notification to the Chair of CUSS. The University of Maryland, College Park is entitled to three (3) representatives, and up to three (3) alternates.

As defined in 6.10.f of the Senate *Bylaws*, the Senate Staff Affairs Committee is responsible for administering the CUSS nomination and election process. Definitions of eligible staff shall be determined by the Board of Regents and CUSS. The CUSS elections will be administered in the spring semester every other year, as the terms of the current CUSS representatives are expiring. The Staff Affairs Committee will solicit candidates from the eligible staff population and will present ballots to the same population with at least one (1) candidate for each vacant position to be filled. Eligible staff employees will vote to elect representatives to CUSS. If there are more candidates than positions, the person(s) receiving the most votes, in order, are declared representatives. The person(s) receiving the next most votes are declared alternate(s). A record of the outcome of the election will be retained by the Executive Secretary and Director of the University Senate.

New members shall begin their terms August 1. The normal term for CUSS representatives and alternates is two (2) years. If a regular representative is unable to serve out his/her term, an alternate replaces him/her for the remainder of the term, and a new alternate is named. The replacement representative shall be chosen in order of number of votes received.

APPENDIX 7 PROCEDURES FOR REVIEW OF COLLEGE AND SCHOOL PLANS OF ORGANIZATION

1. In accordance with Article 11 of the Plan, each College, School, Department and other Academic Program, and the Library, shall have a Plan of Organization.
 - a. The Plan of Organization of each College, School, and the Library shall reviewed by the University Senate according to the procedures detailed in section 2 of this appendix. All revisions to such Plans of Organization must be approved by the University Senate and the President of the University prior to taking effect.
 - b. The Plan of Organization of a Department or other Academic Program shall be reviewed and revised by the Faculty Advisory Committee of the College to which it belongs. In the review and revision of such Plans, the University Senate may act in an advisory capacity if asked to do so by the College.
2. Plans of Organization should be revised by each College in accordance with 11.3 of the Plan and shall be submitted to the University Senate for review.
 - a. Revised Plans of Organization shall be reviewed by the Senate Elections, Representation, and Governance (ERG) Committee for compliance with the University's Plan of Organization, University policy, and best practices of shared governance.
 - b. The Senate Faculty Affairs Committee shall review the Appointment, Promotions, and Tenure (APT) section of each Plan and any related documentation for compliance with the University's APT Policy.
 - c. The ERG and Faculty Affairs Committees shall communicate any concerns or requested revisions to the College or School to which the Plan belongs.
 - d. Once all necessary revisions have been made, the ERG and Faculty Affairs Committees shall certify that they find the Plan to be in compliance and the revised Plan of Organization shall be submitted to the College Assembly for approval.
 - e. Upon approval of the College Assembly or equivalent, the ERG Committee shall submit the revised Plan and its accompanying report to the Senate Executive Committee for review and placement on the Senate Agenda.
 - f. The revised Plan of Organization shall require final approval by the University Senate and the President of the University.
3. During the initial implementation of a recently approved Plan of Organization, a College or School may

submit additional minimal or technical amendments to the Senate within one year of final approval by the President. These revisions will undergo an expedited review process by the Senate ERG Committee, and by the Faculty Affairs Committee if appropriate. The committee(s) shall review only those amendments submitted by the College or School and shall not conduct a full review of the Plan. Upon approval by the ERG Committee, the amendments shall be submitted to the College Assembly, the Senate Executive Committee, the Senate, and the President of the University according to the procedures outlined above in section 2 d-f.

4. Until a revised Plan of Organization is approved by the University Senate and President, the version of the Plan of Organization of each College, School, and the Library that was most recently approved by the University Senate and President remains in effect, and provides the rules under which the College must review and approve future revisions to its Plan. The University Plan of Organization supersedes any provisions in College, School, the Libraries, Department, or Academic Program Plans that are in conflict with the purpose, applicability, or intent of the University Plan.

Dates of Approval, Updates and Amendments to the Senate Bylaws

(Approved, Campus Senate, October 9, 1986)
 (Approved, Board of Regents, February 6, 1987)
 (Updated, July 11, 1988)
 (Amended, February 13, 1986)
 (Amended, December 7, 1986)
 (Amended, May 7, 1990)
 (Amended, September 13, 1990)
 (Amended, November 15, 1990)
 (Amended, October 14, 1993)
 (Amended, December 6, 1993)
 (Amended, March 31, 1994)
 (Amended, April 18, 1994)
 (Amended, May 5, 1994)
 (Amended, November 10, 1994)
 (Amended, August 28, 1996)
 (Amended, May 15, 1997)
 (Amended, March 5, 1998)
 (Amended, April 2, 1998)
 (Amended, April 6, 2000)

(Amended, February 12, 2001)
 (Amended, September 19, 2002)
 (Amended, February 3, 2003)
 (Amended, October 16, 2003)
 (Amended, April 19, 2004)
 (Amended, April 4, 2005)
 (Amended, May 15, 2007)
 (Amended, May 8, 2008)
 (Amended, October 16, 2008)
 (Amended, February 9, 2009)
 (Amended, May 4, 2009)
 (Amended, November 12, 2009)
 (Amended, March 3, 2010)
 (Amended, February 9, 2011)
 (Amended, May 4, 2011)
 (Amended, March 8, 2012)
 (Amended April 19, 2012)
 (Amended May 2, 2013)
 (Amended September 18, 2013)



University Senate TRANSMITTAL FORM

Senate Document #:	13-14-36
PCC ID #:	N/A
Title:	Review of Mid-Semester and Early Warning Grades Policies and Procedures
Presenter:	Charles Delwiche, Chair of the Academic Procedures & Standards (APAS) Committee
Date of SEC Review:	March 24, 2015
Date of Senate Review:	April 8, 2015
Voting (highlight one):	1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report 4. For information only
Statement of Issue:	<p>In spring 2014, a proposal was submitted to the Senate Executive Committee (SEC) regarding a mandate for instructors to use the Enterprise Learning Management System (ELMS) and to report Mid-Semester grades for all undergraduate students. The SEC reviewed this proposal and decided to send it back to the proposer, but also to charge the Academic Procedures & Standards (APAS) Committee with conducting a broader review of Mid-Semester and Early Warning Grades procedures at the University. The proposal was attached to the charge for the committee's reference. The SEC asked APAS to review the information about Early Warning Grades as provided in the Faculty Handbook (http://faculty.umd.edu), and consider whether the creation and implementation of a formal policy would be beneficial for the University.</p>
Relevant Policy # & URL:	N/A
Recommendation:	<p>In spring 2015, APAS voted unanimously in favor of recommending the creation and implementation of proposed University of Maryland Policy and Procedures on Mid-Term Grades for Undergraduate Students (included as part of the following report). APAS recommends that this new policy be added to the official list of Consolidated USM and UMD Policies and Procedures. APAS also recommends a number of administrative recommendations, particularly for the Faculty Handbook, which are included in the</p>

	following report.
Committee Work:	APAS began its review of this charge in fall 2014. Over the course of several months, the committee carefully reviewed the language on Early Warning Grades as provided in the Faculty Handbook. The committee confirmed that the process described in the Faculty Handbook is not official University policy. APAS consulted with the student proposer, academic advisors from various colleges/schools across campus, the Senate Educational Affairs Committee, representatives of the Office of the Dean for Undergraduate Studies, the Office of Faculty Affairs, and the Office of the University Registrar. The committee researched similar policies and procedures at peer institutions within the Big Ten. After its thorough review, the committee determined that the establishment of an official policy on Mid-Term Grades for Undergraduate Students is in the best interest of the University and the student body.
Alternatives:	To not accept the recommendation of the Academic Procedures & Standards (APAS) Committee for the creation of official University of Maryland Policy and Procedures on Mid-Term Grades for Undergraduate Students.
Risks:	There are no associated risks.
Financial Implications:	There are no financial implications.
Further Approvals Required:	Senate approval, Presidential approval.

Senate Academic Procedures and Standards (APAS) Committee

Senate Document # 13-14-36

Review of Mid-Semester and Early Warning Grades Policies and Procedures

March 2015

BACKGROUND

In March 2014, a proposal was submitted by an undergraduate student to the Senate Executive Committee (SEC) regarding a mandate for instructors to use the Enterprise Learning Management System (ELMS) and to report Mid-Semester grades for all undergraduate students. The SEC reviewed this proposal in April 2014 and decided to send the proposal back to the student, but also to charge the Academic Procedures & Standards (APAS) Committee with conducting a broader review of Mid-Semester and Early Warning Grades procedures at the University. The undergraduate student's proposal was attached to the charge for the committee's reference. The SEC asked APAS to review the information about Early Warning Grades as provided in the Faculty Handbook (<http://faculty.umd.edu>), and consider whether the creation and implementation of a formal policy would be beneficial for the University. The official charge from the SEC is attached to this report as Appendix 1.

COMMITTEE WORK

The APAS Committee began its review of this charge in fall 2014. Over the course of several months, the committee carefully reviewed the language on Early Warning Grades as provided in the Faculty Handbook. The committee confirmed that the process described in the Faculty Handbook is not official University policy.

N.B.; as discussed in more detail below, under "Peer Institution Research," the committee noted that a variety of terms are used to describe early performance evaluation of students; the preferred term was found to be "Mid-Term Grades," and this term is used throughout except when referring to the charge or other existing documents that use other terminology.

The APAS Committee fulfilled the requirements of its charge, as follows:

Administrative Consultation

The APAS Committee met with the initial undergraduate student proposer in September 2014 to learn more about her rationale for submitting a proposal to the SEC on this topic. The committee also met with three academic advisors from across campus in October 2014, to discover more about the usefulness of Early Warning Grades for advising purposes. Academic advisors from the College of Behavioral & Social Science (BSOS), the A. James Clark School of Engineering (ENGR), and Letters & Sciences (LTSC) expressed the tremendous benefits of Early Warning Grades for the advising process with undergraduate students. All of the advisors with whom the committee consulted were highly in favor of utilizing Early Warning Grades as a useful tool for students. It was reported to the committee that at least one department on campus has analyzed

relevant data over recent years to see how effective Early Warning Grades are in contributing to student success, with positive results.

The Chair of the APAS Committee also consulted with an Associate Dean in the College of Computer, Math & Natural Sciences (CMNS) to find out more about the technological side of how Early Warning Grades are entered, analyzed, and used by colleges/schools. In addition, the Chair of APAS met with the Senate Educational Affairs Committee, as directed by the committee's charge, in order to gather further input and feedback on the committee's proposed policy and procedures.

Throughout its review, the APAS Committee continually consulted with representatives of the Office of the Dean for Undergraduate Studies, the Office of Faculty Affairs, and the Office of the University Registrar. The University Registrar provided recent data and statistics on Early Warning Grades for the committee's review. The committee found that less than half of the Early Warning Grades that should have been issued for applicable students in spring 2014 were actually issued.

Peer Institution Research

During the fall 2014 semester, the APAS Committee evaluated similar policies and practices for undergraduates at peer institutions and other Big Ten universities, including those at the University of Iowa, the University of Illinois at Urbana-Champaign, Indiana University, the University of Minnesota, the University of Nebraska-Lincoln, Pennsylvania State University, Purdue University, the University of Wisconsin-Madison, Rutgers University, the University of California, Berkeley, the University of North Carolina, Chapel Hill, and Iowa State University. A summary of research is attached to this report as Appendix 2. The committee looked at which students are covered by the policies and procedures at these institutions, and considered the format of the grades and their distribution.

The APAS Committee found that many institutions in the Big Ten refer to Early Warning Grades as "mid-term grades," "early evaluation grades," or "early progress reports." The committee considered whether Early Warning Grades should be referred to as such, since some concern was raised over the fact that the word "warning" implies that a student is doing poorly, even when the student may not be at risk for failing or earning a low grade in the course. The committee discussed a number of options and ultimately agreed that Mid-Term Grades is the most appropriate term for these grades.

Overall Findings

The APAS Committee noted that the motivation for the original proposal was a general desire for improved feedback on student progress. Potential forms of feedback include graded assignments and exams, homework, and Mid-Term Grades. Of these, Mid-Term Grades are particularly important, because they are available to the student's Academic Advisor and to the College or School. Although Mid-Term Grades are currently considered to be part of best practice in the classroom, in any given semester less than half of the requested Mid-Term Grades are issued. The reasons for this low compliance are not altogether clear. Synching ELMS with

the University of Maryland Electronic Grading (UMEG) System is not altogether straightforward, and in some cases Mid-Term Grades may be reported to the students, but not to the University via UMEG. In other cases the course structure may make Mid-Term Grades impractical. At the same time, information from advisors, administrators, and students made it clear that Mid-Term Grades provide extremely valuable information, and should be an integral part of campus practice.

The APAS Committee concluded that the establishment of an official policy on Mid-Term Grades for Undergraduate Students is justified as a first step in addressing the continued need for strong communication between all instructors and their students regarding student performance. The committee feels that establishing such a policy will help encourage compliance with best practice. Many of those consulted felt that Mid-Term Grades should be issued for all undergraduate students, but the committee felt that it would be preferable to establish a policy consistent with current practice; the policy could then be re-evaluated in the future to consider whether expanding the scope to include upper-level students would be beneficial.

The APAS Committee unanimously agrees that the University should have an official policy on Mid-Term Grades for Undergraduate Students. Having such a supportive policy for undergraduate students reinforces the University's commitment to student success, effective retention efforts, and strong graduation rates.

The committee also recognized that Mid-Term Grades are only part of a comprehensive structure of feedback and progress reports, and that many students would benefit from improved feedback. ELMS provides a diverse suite of tools intended to enhance the classroom experience, including both traditional and novel assessment mechanisms. There are important opportunities for improving the student experience by making appropriate use of ELMS.

Thus, as detailed in the following section, the APAS Committee recommends:

- 1) Adopting a formal University policy on Mid-Term Grades,
- 2) Revising and enhancing the Faculty Handbook to better reflect best practices on student assessment, including judicious use of ELMS, and
- 3) Urging Deans and Department Chairs to encourage their faculty to provide students with timely and useful feedback on their performance.

RECOMMENDATIONS

Policy

The Academic Procedures and Standards (APAS) Committee unanimously recommends the creation and implementation of the proposed 'University of Maryland Policy and Procedures on Mid-Term Grades for Undergraduate Students,' which immediately follows its report. The APAS Committee asks that this new policy be added to the official list of Consolidated USM and UMD Policies and Procedures.

University Websites, Calendars, and Publications

Early Warning Grades are referenced on several academic websites, on a number of academic calendars, and in various publications across campus. Therefore, the APAS Committee also recommends that all entities providing information about Early Warning Grades update their materials and websites, etc., to reflect the newly codified policy and procedures, if approved by the University Senate and President. See a few examples below:

Example 1: The term “Early Warning Grade(s)” should be changed to “Mid-Term Grade(s)” in all instances of the Faculty Handbook, including, but not limited to, on the following webpages:

- Course Grades – <http://faculty.umd.edu/teach/coursegrade.html>
- Grading Policies and Resources – http://faculty.umd.edu/teach/TeachUM_5.html
- Useful Campus Dates – <http://faculty.umd.edu/teach/dates.html>
- Useful Information for Preparing the Syllabus – <http://faculty.umd.edu/teach/useful.html>

Example 2: The webpage of the Office of the Registrar entitled, “Early Warning Grades,” would need to be updated following the approval of changes to this policy:
http://registrar.umd.edu/current/Policies/early_grades.html

Example 3: Webpages with information about Freshman Year Academic Advising (such by the A. James Clark School of Engineering) would need to be updated following the approval of changes to this policy: <http://eng.umd.edu/advising/parents/academic-advising-fresh>

Undergraduate Catalog

The APAS Committee also recommends that, if approved, a link to the new University of Maryland Policy and Procedures Concerning Mid-Term Grades for Undergraduate Students be added to the list of “University of Maryland College Park and University of Maryland System policies and procedures that may impinge on an undergraduate student's studies” on the University Policies webpage of the Undergraduate Catalog, which is available at: <http://www.umd.edu/catalog/index.cfm/show/content.chapter/c/52>

Faculty Handbook

Lastly, the APAS Committee recommends that the following edits be incorporated into the Faculty Handbook [new text is shown in **Blue/Bold** Font; deleted text is shown in ~~red-strikeout~~]:

1) SECTION: Course Grades, SUB-SECTION: Early Warning Grades
Available in the Faculty Handbook at: <http://faculty.umd.edu/teach/coursegrade.html>

~~Early Warning~~ **Mid-Term** Grades

Students are to be kept informed concerning their progress during the semester. The Mid-Term Grade is required for all entry-level courses and students in their first year at Maryland (see below for more information). Instructors are responsible for providing

timely and informative feedback to all students. Such feedback may include graded exams, quizzes, homework, writing assignments, practical projects, and other assignments appropriate to the field that are graded in such a way that the student can understand the basis for the grade and infer how that performance will relate to the final semester grade. The nature and timing of interim assessments should be given in the syllabus, which should also include information on how these assessments will contribute to the final grade.

The Enterprise Learning Management System (ELMS) provides communication tools, including an online gradebook, and can provide significant enhancements to the student experience. Instructors should use ELMS to communicate grades to students, and additional uses of ELMS should be incorporated into courses whenever appropriate.

~~Early warning grades~~ **Mid-Term Grades** ~~should~~ **must** be submitted for undergraduate students ~~who are newly enrolled at the University as detailed below~~. Instructors who have such students will be prompted ~~via email~~ to submit ~~early warning grades~~ **Mid-Term Grades**. These grades are an important component of ~~retention efforts~~ **student success**, as they provide timely feedback to ~~those students who are unfamiliar with our~~ about the University's academic expectations. **Mid-Term Grades** are used to inform students of their performance in the course during roughly the first half of the semester; they are used for advising purposes and are not recorded on the student's academic transcript. ~~Faculty may submit a letter grade or Mid-Term Grades should be issued in the grading mode for the course.~~ **S**atisfactory/unsatisfactory (S/U) marks **may be used**. ~~Early warning grades~~ **Mid-Term Grades** are due ~~ten~~ **eight (8)** weeks after the start of the semester. [Click here](#) for the exact dates. Instructors are encouraged to adjust course syllabi so that some graded work is available for review by these dates. **All Mid-Term Grades must be submitted as specified by the Office of the Registrar.**

Mid-Term Grades must be submitted for all of the following:

- Undergraduate students enrolled in their first year (fewer than 30 credits earned at the University of Maryland),
- Undergraduate students in all 0xx, 1xx, and 2xx level courses,
- Student athletes in undergraduate courses.

The University of Maryland Policy and Procedures Concerning Mid-Term Grades for Undergraduate Students can be found at [web link].

2) SECTION: Grading Policies and Resources, SUB-SECTION: Early Warning Grades Available in the Faculty Handbook at: http://faculty.umd.edu/teach/TeachUM_5.html

~~Early warning grades~~ **Mid-Term Grades** must be submitted for **all of the following:**

- ~~All 100 and 200 level courses,~~
- ~~Zero level math courses,~~
- ~~Undergraduate students who are newly enrolled at Maryland, and~~
- ~~Student athletes.~~

- Undergraduate students enrolled in their first year (fewer than 30 credits earned at the University of Maryland),
- Undergraduate students in all 0xx, 1xx, and 2xx level courses,
- Student athletes in undergraduate courses.

If you do not have such students, you will NOT need to submit ~~early warning grades~~ **Mid-Term Grades**. The Electronic Grading system ([UMEG](#)) will prompt you ~~via email~~ with the names of students who should receive ~~an early warning grade~~ **a Mid-Term Grade**. These grades are an important component of ~~our retention efforts~~ **student success**, as they provide timely feedback to ~~those~~ students ~~who are unfamiliar with our~~ **about the University's** academic expectations. ~~Faculty may submit a letter grade or~~ **Mid-Term Grades should be issued in the grading mode for the course.** Satisfactory/unsatisfactory (S/U) marks **may be used**. ~~Early warning grades~~ **Mid-Term Grades** are due ~~ten~~ **eight (8)** weeks after the start of the semester. [Click here](#) for the exact date.

3) SECTION: Grading Policies and Resources, SUB-SECTION: Submitting Grades
Available in the Faculty Handbook at: http://faculty.umd.edu/teach/TeachUM_5.html

To submit your ~~early warning grades~~ **Mid-Term Grades**, and also your final grades, log into your [UMEG](#) account and click on “grades” at the top of your menu and then click on “enter grades”. After entering your grades, click on “logout” at the upper right corner of your screen or “close”. All grades must be submitted electronically using UMEG. You are strongly encouraged to submit final grades within 48 hours after your scheduled final exam. We also suggest that you keep a copy of major papers, exams, and final grades for at least one year for documentation purposes.

APPENDICES

Appendix A – Charge from the Senate Executive Committee (SEC), dated May 29, 2014

Appendix B – Peer Institution Research, conducted by the Senate Office, Fall 2014

UNIVERSITY OF MARYLAND POLICY AND PROCEDURES CONCERNING MID-TERM GRADES FOR UNDERGRADUATE STUDENTS

A. Policy

Mid-Term Grades shall be submitted for undergraduate students as detailed below. These grades are an important component of student success, as they provide timely feedback to students about the University's academic expectations. Mid-Term Grades are used to inform students of their performance in the course during roughly the first half of the semester; they are used for advising purposes and are not recorded on the student's academic transcript.

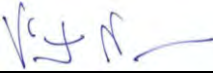
B. Procedures

1. Mid-Term Grades must be submitted for all of the following:
 - Undergraduate students enrolled in their first year (fewer than 30 credits earned at the University of Maryland),
 - Undergraduate students in all 0xx, 1xx, and 2xx level courses,
 - Student athletes in undergraduate courses.
2. Mid-Term Grades are due eight (8) weeks after the start of the semester. Department Chair or Unit Head must approve any courses for which Mid-Term Grades cannot be issued.
3. Instructors who have students who require Mid-Term Grades will be prompted to submit Mid-Term Grades. If instructors do not have such students, they will not need to submit Mid-Term Grades.
4. Mid-Term Grades should be issued in the grading mode for the course. Satisfactory/unsatisfactory (S/U) marks may be used.
5. All Mid-Term Grades must be submitted as specified by the Office of the Registrar.

Appendix 1



University Senate CHARGE

Date:	May 29, 2014
To:	Christopher Davis Chair, Academic Procedures & Standards
From:	Vincent Novara Chair, University Senate 
Subject:	Review of Mid-Semester and Early Warning Grades Policies and Procedures
Senate Document #:	13-14-36
Deadline:	March 27, 2015

The Senate Executive Committee (SEC) requests that the Academic Procedures & Standards (APAS) Committee review the University's early warning grade policies and procedures and make recommendations on whether changes are appropriate.

Specifically, we ask that you:

1. Review the University of Maryland Undergraduate Catalog (<http://www.umd.edu/catalog/index.cfm>).
2. Review the Course Grades section of the Faculty Handbook (<http://faculty.umd.edu/teach/coursegrade.html>).
3. Consult with a representative from the Office of the Dean for Undergraduate Studies.
4. Consult with a representative from the Office of Faculty Affairs.
5. Consult with the Senate Educational Affairs Committee.
6. Review early warning and mid-semester grades procedures for 100 and 200 level classes.
7. Review similar policies for undergraduates at our peer institutions and other Big Ten universities.
8. Review other methods of early warning grade administration.
9. Consider the merits of creating a formal University policy regarding mandatory early warning grades for 100 and 200 level classes.

10. Consult with the University's Office of Legal Affairs.

11. If appropriate, recommend whether the current policies and procedures should be revised.

We ask that you submit your report and recommendations to the Senate Office no later than March 27, 2015. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.

Attachment

VN/rm



University Senate PROPOSAL FORM

Name:	Mythili Mandadi
Date:	3/27/2014
Title of Proposal:	Proposal to Mandate the Use of ELMS and Reporting of Mid-semester Grades of all Instructors and Teaching Professors
Phone Number:	
Email Address:	
Campus Address:	
Unit/Department/College:	BSOS
Constituency (faculty, staff, undergraduate, graduate):	Undergraduate student
Description of issue/concern/policy in question:	Currently university policy does not mandate that professors use ELMS (or prior to 2013, the grading system on my.umd.edu). Also, university policy apparently only mandates the reporting of mid-semester grades in 100- and 200- level courses. While this may be the university policy, in my experience as a junior who has taken over a 100 credits, that many professors/instructors refrain from posting mid-semester grades. In fact, even in my freshman and sophomore years when I was taking 100- and 200- level classes, it was common for at least one or two instructors to abstain from reporting mid-semester grades. In addition, professors who refuse to use ELMS to help us keep abreast of our performance in their classes often offer no alternative. Both of these practices decrease clarity in students' understanding of their academic performance and thus may prevent a student from seeking the guidance or aid necessary to improve their grades. As academic success is something students, faculty, and the whole university community should be working towards, I opine that these policies should be remedied.
Description of action/changes you would like to see implemented and why:	I ask that professors be mandated to use ELMS and post mid-semester grades. If for some reason a professor cannot use ELMS, he must be required to offer an alternate to his students. Although it is already mandatory (According to the English department) for professors to post mid-semester grades for 100- and 200- level courses, this is not being enforced. In addition, this policy should be amended to all undergraduate courses from 100- to 400-.
Suggestions for how your proposal could be put into practice:	The infrastructure for using ELMS is already in place. In addition, most professors have an array of TAs and graders provided by the department to use for just this purpose. For adherence, the individual departments as well as the university should enforce these practices.
Additional Information:	The university has already transitioned to reporting final grades online eliminating the costs associated with mailing final grade reports. This is another step along that road. I understand that not all assignments can be graded with immediacy, but professors still have the option of a S or U aside from the traditional A through F grading system. The privilege to evaluate us is well-deserved by these eminent professionals. That said, they must wield this power responsibly because it affects us now and even more after we graduate. And by obfuscating their evaluations of us, they harm our ability to improve ourself.

***Please send your completed form and any supporting documents to senate-admin@umd.edu
or University of Maryland Senate Office, 1100 Marie Mount Hall,
College Park, MD 20742-7541. Thank you!***

Please also find attached my letter to Wallace Loh, the University President on this issue.

**Review of Mid-Semester and Early Warning Grades Policies and
Procedures: Peer Institutions**

	A	B	C	D	E	F	G
1	Peer Institution	Policy or Procedure	Title	Which Students?	Warning Format	Description	Link
2	University of Illinois at Urbana-Champaign	Procedure	Mid-Term Grades for Undergraduate Students	Freshman only	Letter Grade	Requires mid-term grade reports for freshman only (policy is in student code). Mid-term grades will be collected for all new first time freshmen enrolled on campus for university credit. These grades are not recorded on the student's permanent record and are advisory grades used for counseling purposes.	http://registrar.illinois.edu/staff/records/grades_midterm.html
3	Indiana University	Policy	Early Evaluation Grades	Freshmen and "University Division" Sophomores	Letter or grade or written evaluation	Instructors teaching General Education Common Ground courses, as well as other courses in which there are freshmen or sophomores in University Division will receive a request for assignment of letter grade evaluations in the fourth week of the regular semester, with a submission deadline of the Sunday after the sixth week (grades submitted after the published deadline cannot be assured of inclusion in advising reports). Faculty are expected to give each undergrad a written evaluation of performance as early as compatible with the nature of the course, but not later than after two-thirds of the semester or summer session has elapsed.	http://registrar.indiana.edu/grades/early-evaluations.shtml
4	University of Iowa	Procedure	N/A	Varies by department	Varies	Not a university-wide policy or procedure; depends on individual colleges. For example, in the College of Liberal Arts & Sciences, all instructors are expected to submit a mid-term grade for students earning a course grade below a C-. In some departments, faculty are required to submit a mid-term grade even if the earned grade is above a D+; in other departments, this are optional.	http://clas.uiowa.edu/faculty/teaching-policies-resources-grading-system-and-distribution
5	University of Michigan	None identified	N/A	N/A	N/A	N/A	N/A
6	Michigan State University	None identified	N/A	N/A	N/A	N/A	N/A
7	University of Minnesota	Policy (Effective 2009; Responsible Univ Officer: Senior Vice President for Academic Affairs and Provost; Policy Owner: Vice Provost and Dean of Undergraduate Education)	Mid-Term Alerts on Academic Performance	1-XXX level courses	Warning of "unsatisfactory progress"	Instructors are required to provide mid-term alerts for all 1-XXX courses to students who, on the basis of performance to date in the course, appear to be in danger of receiving a grade of D, F, or N. Such notification will be provided no later than the seventh week of class, and earlier if possible, to allow students to improve their classroom performance or to withdraw by the eighth week. Mid-term alerts will not be recorded on transcripts. Instructors are encouraged to provide mid-term alerts for all other courses. The provision of mid-term alerts is a courtesy to the student. Failure to receive a mid-term alert does not create the right for a student to contest a grade in a course. Note: Instructors in classes other than 1xxx can also use the mid-term alerts system.	http://policy.umn.edu/Policies/Education/Education/MIDTERMACADPERFORMANCE.html
8	University of Nebraska-Lincoln	Procedure	Mid-Semester Check	First year students, second year students, and those on academic probation	The "grade sheet" could include a letter grade or comment	Scholarship freshmen and first-year transfer students must submit a grade sheet to their instructors to be completed. There is also a "Mid-Semester Check" event that happens annually for first-year students. The program highlights and reminds students of academic expectations while providing information on advising resources.	http://newsroom.unl.edu/announce/whatsnew/3144/17145
9	Northwestern University	None identified	N/A	N/A	N/A	N/A	N/A
10	Ohio State University	None identified	N/A	N/A	N/A	N/A	N/A

**Review of Mid-Semester and Early Warning Grades Policies and
Procedures: Peer Institutions**

	A	B	C	D	E	F	G
1	Peer Institution	Policy or Procedure	Title	Which Students?	Warning Format	Description	Link
11	Pennsylvania State University	Policy	Early Progress Report (EPR)	1st-year and provisional students, and non-degree students under 27 credits	Warning of "unsatisfactory progress"	Between the start of the third week and the end of the sixth week of classes during both fall and spring semesters, each instructor shall evaluate the performance of each 1.) non-transfer degree candidates who are enrolled in their first or second semester (summers not included) 2.) Degree-seeking provisional students and 3.) nondegree regular students who have earned 27 or fewer credits. If any such student has a grade of less than C, the instructor will record that information. The student and his/her adviser will be notified that the performance is unsatisfactory. The EPR system includes a collection stage and a communication stage with opportunities for additional data mining that will lend support to customization, tutoring, and/or intervention within the learning environment. The online system strives to achieve early intervention for at-risk students while encouraging them to use existing resources to promote beneficial, evidence-based interventions. There are steps and notifications for faculty, students, and advisors.	http://www.psu.edu/dept/oue/aappm/G7.html
12	Purdue University	Regulation (policy)	Mid-Term Grades	All students enrolled in 10000-29999 level and those approved for foundational courses	Feedback	Between the beginning of the fifth week and the end of the seventh week, all students enrolled in 10000-29999 level and those approved for foundational courses shall be provided graded feedback by their faculty. These grades will not become part of the permanent record.	http://www.purdue.edu/studentregulations/regulations_procedures/grades.html
13	University of Wisconsin-Madison	Procedure	Mid-Term Grades	All first-year students	Grade	A mid-term (sixth week) grades should be reported for each first-year student. These reports are used to assist students in their adjustments to academic work. Students whose reports show their academic work is not satisfactory are advised to seek help from their instructors, advisors, and others so that they may improve their work before it is too late. The same process used for submitting final grades electronically is used for mid-term grades, with a few exceptions. At the end of the mid-term grading period, students are sent an email telling them to check their Student Center to view their grades. Mid-term grades are intended to be advisory in nature and are not recorded on the students' transcripts.	https://registrar.wisc.edu/mid_term_grades.htm
14	Rutgers University	Procedure	Warning Grades	Appears optional	Warnings	W1 = Warning for poor performance W2 = Warning for poor attendance W3 = Warning for poor performance and poor attendance	http://nbregistrar.rutgers.edu/facstaff/grades.htm

Review of Mid-Semester and Early Warning Grades Policies and
Procedures: Peer Institutions

	A	B	C	D	E	F	G
1	Peer Institution	Policy or Procedure	Title	Which Students?	Warning Format	Description	Link
15	University of California, Berkeley	Procedure	Midterm Status Grades	Any undergraduate earning D or below	Letter Grade	Faculty are required to submit a midterm status grade for any undergraduate who, at midterm time (end of 8th week in the semester), is earning a D, F, or NP in a class. These grades are only for the purposes of informing students that they are earning a deficient grade, but they are not recorded on the student's permanent record. During the 8th week of the semester, faculty log into 'eGrades'. They will only be able to view the undergraduates in their classes and enter grades only for students earning a D, F or NP. The students will be able to view their midterm grades Tuesday of the following week. Faculty are advised that if they cannot enter the grades, they should notify those students who are earning a deficient grade of their status.	http://registrar.berkeley.edu/midtermstatus.html
16	University of California, Los Angeles	None identified	N/A	N/A	N/A	N/A	N/A
17	University of North Carolina, Chapel Hill	None identified	N/A	N/A	N/A	N/A	N/A
18	Iowa State University	Procedure	Midterm Grades	Any student who is currently earning a C- or lower at mid-semester	Grades of C-, D, F, and M (not attending class)	The Registrar's Office asks that a 'Midterm grade' be reported for any student who is currently earning a C- or lower at mid-semester. The purpose of a 'Midterm grade' is to identify how students are doing in their courses to identify where improvements are needed; they are not recorded on a student's permanent record or transcript. Professors are not required to submit Midterm grades.	http://www.dso.iastate.edu/sites/default/files/files/asc/AdviserMidterm.pdf