UNIVERSITY SENATE | AGENDA | SEPTEMBER 6, 2017

3:15PM – 5:00PM | ATRIUM – STAMP STUDENT UNION

1. Call to Order

2. Special Order: Presidential Briefing

3. Approval of the May 4, 2017 Senate Minutes (Action)

4. Report of the Chair

5. Special Order of the Day
   Reka Montfort
   Executive Secretary & Director
   University Senate
   Orientation: Senators, Senate Meetings, and Shared Governance

6. 2016-2017 Senate Legislation Log (Senate Doc. No. 17-18-01) (Information)

7. Approval of the 2017-2018 Committee & Council Slates (Senate Doc. No. 17-18-02) (Action)

8. PCC Proposal to Establish Post-Baccalaureate Certificate in Computing Systems (Senate Doc. No. 17-18-04) (Action)

9. PCC Proposal to Establish Post- Baccalaureate Certificate in Networking/Software Development (Senate Doc. No. 17-18-05) (Action)

10. PCC Proposal to Establish Post- Baccalaureate Certificate in Wireless Communications (Senate Doc. No. 17-18-06) (Action)

11. Review of the Interim University of Maryland Policy on Student Social Media Privacy (Senate Doc. No. 16-17-23) (Action)

12. Revisions to the College of Arts & Humanities Plan of Organization (Senate Doc. No. 14-15-23) (Action)

13. Professional Track Faculty Merit Pay Policy (Senate Doc. No. 16-17-13) (Action)

14. New Business

15. Adjournment

CALL TO ORDER

Senate Chair Goodman called the meeting to order at 3:25 p.m.

Chair Goodman noted that all Senators should have received clickers for voting for the special elections and on regular business items. He welcomed the new Senators and asked them to stand and be recognized for their service. Chair Goodman gave a brief overview of how to operate the clickers for voting, and Senators conducted a brief trial.

ELECTION OF THE CHAIR-ELECT

Chair Goodman introduced Robert DiLutis, Associate Professor, School of Music, College of Arts & Humanities (ARHU), and Christopher Walsh, Professor, Plant Sciences & Landscape Architecture, College of Agriculture & Natural Resources (AGNR), as the candidates for Chair-Elect and thanked them for their willingness to serve. He opened the floor to nominations. Hearing no additional nominations, he requested that all voting Senators vote on the Chair-Elect. Chair Goodman announced that Christopher Walsh had been elected Chair-Elect.

SPECIAL ELECTIONS

Chair Goodman thanked James Bond and the Nominations Committee for their work in developing the slates and the candidates who had agreed to run. He also encouraged Senators to volunteer to serve on a senate committee. He then provided instructions on the process for the special elections. Chair Goodman explained that voting would take place by constituency this year instead of by committee. He also explained that the Senate would use the approval voting method and gave a brief overview of the process. He opened the floor to discussion of approval voting; hearing none, he proceeded with the elections.

Faculty

Goodman asked all faculty Senators to get ready to vote in their elections. Goodman opened the floor to nominations for faculty members on the Senate Executive Committee.

Senator Pound, faculty, College of Computer, Mathematical, & Natural Sciences, nominated Robert DiLutis, faculty, College of Arts & Humanities.

Hearing no further nominations, Goodman proceeded with the faculty Senator voting.

Goodman opened the floor to nominations for faculty members for the Committee on Committees, the Athletic Council, the Council of University System Faculty (CUSF), and the Campus Transportation Advisory Committee (CTAC), separately. Hearing no additional nominations for any of these elections, he proceeded with the faculty Senator voting on each.

Chair Goodman stated that the faculty elections were complete and the Senate would now proceed to the exempt staff elections.

Exempt Staff

Goodman opened the floor to nominations for exempt staff members on the Senate Executive Committee, the Committee on Committees, the Athletic Council, and the Campus Transportation Advisory Committee (CTAC), separately. Hearing no additional nominations for any of these elections, he proceeded with the exempt staff Senator voting on each.

Non-Exempt Staff

Goodman opened the floor to nominations for non-exempt staff Senators on the Senate Executive Committee and the Athletic Council. Hearing no additional nominations for either election, he proceeded with the non-exempt staff Senator voting on each.

Graduate Students

Goodman opened the floor to nominations for graduate student Senators on the Senate Executive Committee and the Committee on Committees, separately. Hearing no additional nominations for either election, he proceeded with the graduate student Senator voting on each.

Undergraduate Students

Goodman opened the floor to nominations for undergraduate student Senators on the Senate Executive Committee.

Senator Zimerman, undergraduate student, A. James Clark School of Engineering, nominated Harry Huntley, undergraduate student, College of Agriculture & Natural Resources.

Goodman asked for additional nominations. Hearing none, he proceeded with the undergraduate student voting.

Goodman opened the floor to nominations for undergraduate student Senators on the Committee on Committees. Hearing none, he proceeded with the undergraduate student Senator voting.

Goodman opened the floor to nominations for undergraduate student Senators for the Campus Transportation Advisory Committee.

Senator Rodriguez, Robert H. Smith School of Business, nominated Daniel Katz, undergraduate student, Robert H. Smith School of Business.

Hearing no further nominations, Goodman proceeded with the undergraduate student Senator voting.

Chair Goodman stated that Reka Montfort would announce the results of the special elections by email following the meeting.

APPROVAL OF THE MINUTES, APRIL 19, 2017 MEETING

Chair Goodman asked for additions or corrections to the minutes of the April 19, 2017, meeting. Hearing none, he declared the minutes approved as distributed.

REPORT OF THE OUTGOING CHAIR, JORDAN GOODMAN

Chair Goodman stated that he had been impressed by the work of the Senate and its committees and task forces this year. He added that one of the reasons the Senate works so well is because of its uniqueness in including representatives from all constituencies across campus. Chair Goodman noted that progress had been made in terms of communication among Senators, between Senators and their constituents, and between the Senate and the administration but added that there is more work to be done. He emphasized the importance of the Senate serving as an advisory body and added that the Senate should be involved in the discussion process and not in the final decision-making.
Chair Goodman encouraged Senators to remain involved and continue to improve shared governance on campus.

Chair Goodman introduced the incoming Chair, Daniel Falvey.

Falvey thanked Goodman for his outstanding service and leadership over the past year and presented him with a token of appreciation.

Falvey announced that the 2017-2018 Senate meeting schedule was now available on the Senate website. He also explained protocol for speaking at Senate meetings.

SPECIAL ORDER OF THE DAY

Mary Burke, Assistant Vice President, University Relations
The Importance Of Faculty In Donor Relations

Chair Falvey invited Mary Burke, Assistant Vice President, University Relations to provide her presentation.

Burke explained the current fundraising goals and engagement strategies.
Burke stated that faculty members can work with their College/School development offices to identify donors and engage with them.

Chair Falvey opened the floor to questions.

Senator Cohen, faculty, College of Computer, Mathematical, & Natural Sciences, stated that the faculty currently feel that they are not being consulted in various University matters and so it may be difficult to involve them in donor relations.

Burke responded that faculty members have all expressed a desire for more endowed chairs and endowed professors and that an increase in donations could go towards endowments. She

encouraged faculty members to interact with donors and provide information on how donations are used as this encourages future donations.

NEW BUSINESS

There was no new business.

ADJOURNMENT

The meeting was adjourned at 4:46 p.m.

UNIVERSITY SENATE | TRANSMITTAL | #17-18-01

University Senate Office

Senate Legislation Log

PRESENTED BY	**Reka S. Montfort, Executive Secretary & Director**
REVIEW DATES	**SEC – August 29, 2017 | SENATE – September 6, 2017**
VOTING METHOD	**For information only**
RELEVANT POLICY/DOCUMENT	**N/A**
NECESSARY APPROVALS	**N/A**

ISSUE

The Senate Legislation Log is an overview of the work brought to the Senate during the 2016-2017 academic year. The log shows all completed legislation as well as dates of subsequent approvals following Senate approval. In addition, there is a table of continuing legislation that was not completed last year but will continue into the 2017-2018 academic year.

RECOMMENDATION(S)

The Legislation Log is provided for informational purposes.

COMMITTEE WORK

N/A

ALTERNATIVES

N/A

RISKS

N/A

FINANCIAL IMPLICATIONS

N/A

Completed University Senate Legislation 2016-2017

Senate Document Number	Action	Date of Senate Meeting Action	Disposition	Approval Date(s)	Completion Date
10-11-36	Review of the Policy on Intellectual Property	04/06/2017	Presidential Approval	04/21/2017	04/21/2017
14-15-03	Policies and Procedures Governing Preferred/Primary Names and Sex/Gender Markers in University Databases	04/06/2017	Presidential Approval	04/21/2017	04/21/2017
14-15-31	Review of Faculty Leave Policies	09/07/2016	Presidential Approval	10/07/2016	02/09/2017
14-15-38	Revisions to the School of Architecture, Planning, and Preservation (ARCH) Plan of Organization	04/19/2017	Presidential Approval	04/25/2017	04/25/2017
15-16-11	Consideration of a University of Maryland Weapons Policy	09/07/2016	Complete: The Senate reviewed the Campus Affairs Committee's report as an informational item.		09/07/2016
15-16-17	Use of Visiting Faculty Titles for Professional Track Faculty Appointments	02/09/2017	Presidential Approval	02/20/2017	02/20/2017
15-16-19	Senate Candidates Contact Information Requirement	09/07/2016	Complete: The Senate reviewed the report as an informational item.		09/07/2016
15-16-21	2016 Council of University System Staff Elections	09/07/2016	Complete: The results were presented to the Senate as an informational item.		09/07/2016
15-16-25	Telework Guidelines and Protocol	04/19/2017	Complete: The Senate reviewed the guidelines as an informational item.		04/19/2017
15-16-27	PCC Proposal to Establish a Bachelor of Arts in Public Policy	04/20/2016	Presidential Approval BOR Approval MHEC Approval	04/21/2016 06/16/2016 09/06/2016	09/06/2016
15-16-31	Clarification and Codification on Declining Honor Pledge	02/09/2017	Complete: The Senate reviewed the report as an informational item.		02/09/2017
16-17-01	2015-2016 Legislation Log	09/07/2016	Complete: The Senate reviewed the 2015-2016 Legislation Log as an informational item.		09/07/2016
16-17-02	Approval of the 2016-2017 Committee & Council Slates	09/07/2016	Presidential Approval	09/23/2016	09/23/2016
16-17-03	Slate of Candidates for the Council of University System Faculty (CUSF) Replacement Election	09/07/2016	Complete: The Senate conducted the elections for the vacant CUSF seats.		09/07/2016
16-17-04	Slate of Candidates for the Athletic Council Replacement Election	09/07/2016	Complete: The Senate conducted the elections for the vacant Athletic Council seat.		09/07/2016
16-17-05	PCC Proposal to Rename the Master of Arts in Hearing and Speech Science to Speech-Language Pathology	09/07/2016	Presidential Approval Chancellor's Approval MHEC Approval	09/23/2016 09/28/2016 12/05/2016	12/05/2016
16-17-06	Restricted Research	02/09/2017	Presidential Approval	02/20/2017	02/20/2017
16-17-07	Underrepresented and Diverse Faculty Hiring Initiatives	10/06/2016	Presidential Approval	10/07/2016	10/07/2016
16-17-09	Revision to the Senate Bylaws to Provide Representation for Ombuds Officers on Senate Committees	03/08/2017	Presidential Approval	03/24/2017	03/24/2017
16-17-10	BOR Staff Awards 2016-2017	N/A			06/16/2017
16-17-11	Sexual Assault Prevention at the University of Maryland	04/19/2017	Presidential Approval	04/25/2017	04/25/2017
16-17-12	Revision to the Membership of the Senate's Equity, Diversity, and Inclusion Committee	03/08/2017	Presidential Approval	03/24/2017	03/24/2017
16-17-15	Review of the Senate Student Affairs Committee Specifications	03/08/2017	Presidential Approval	03/24/2017	03/24/2017
16-17-16	PCC Proposal to Establish a Post-Baccalaureate Certificate in Computer Networking	11/02/2016	Presidential Approval Chancellor's Approval MHEC Approval	11/04/2016 06/29/2017	06/29/2017
16-17-19	PCC Proposal to Establish a Master of Quantitative Finance	11/02/2016	Presidential Approval BOR Approval MHEC Approval	11/04/2016 02/17/2017 05/25/2017	05/25/2017
16-17-20	Nominations Committee Slate 2016 -- 2017	12/06/2016	Presidential Approval	12/12/2016	12/12/2016
16-17-21	PCC Proposal to Establish a Post-Baccalaureate Certificate in Nonprofit Management and Leadership	12/06/2016	Presidential Approval Chancellor's Approval MHEC Approval	12/12/2016 03/07/2017 05/30/2017	05/30/2017
16-17-22	PCC Proposal to Establish an Online Offering of the Master of Science in Business Analytics	02/09/2017	Chancellor's Approval Presidential Approval MHEC Approval	 02/20/2017 07/20/2017	07/20/2017
16-17-25	Revisions to the Charge of the Faculty Affairs Committee and Plan of Organization Review Procedures	03/08/2017	Presidential Approval	03/24/2017	03/24/2017
16-17-26	Review of the Interim University of Maryland Equal Employment Opportunity & Affirmative Action Statement of Policy	03/08/2017	Presidential Approval	03/24/2017	03/24/2017
16-17-27	Senate Representation of Undergraduate Students in the College of Information Studies and the School of Public Policy	02/15/2017	Complete: The SEC voted to approve the proposal.		02/15/2017
16-17-30	The University of Maryland Climate Action Plan 2.0	04/06/2017	Presidential Approval	04/21/2017	04/21/2017
16-17-33	Transition Meeting Slate 2017	05/04/2017	Complete: The Senate conducted the elections.		05/04/2017
16-17-34	Proposal to Standardize Retention and LEP Standards in the Engineering College	N/A	Complete: The SEC decided to charge a committee with a broader review of limited enrollment programs instead of this specific proposal.		05/15/2017

Pending University Senate Legislation 2016-2017

Senate Document Number	Name	Requester	Reviewing Committee	Date Received	Senate Status
Legislation Reviewed from Prior Years					
12-13-37	Revisions to the College of Information Studies (INFO) Plan of Organization	College of Information Studies (INFO)	Elections, Representation, & Governance (ERG) Committee and Faculty Affairs Committee	12/18/2012	Under Review.
13-14-05	Revisions to the College of Education (EDUC) Plan of Organization	College of Education (EDUC)	Elections, Representation, & Governance (ERG) Committee and Faculty Affairs Committee	09/03/2013	Under Review.
13-14-37	Revisions to the School of Public Health (SPHL) Plan of Organization	School of Public Health (SPHL)	Elections, Representation, & Governance (ERG) Committee and Faculty Affairs Committee	09/02/2013	Under Review.
13-14-38	Revisions to the University of Maryland Libraries (LIBR) APPS Section / Plan of Organization	University of Maryland Libraries	Faculty Affairs Committee	02/02/2015	Under Review.
14-15-23	Revisions to the College of Arts & Humanities Plan of Organization	College of Arts & Humanities (ARHU)	Elections, Representation, & Governance (ERG) Committee and Faculty Affairs Committee	11/04/2014	Under Review.
Legislation Reviewed from 2016-2017					
16-17-08	Code of Student Conduct Revision	Andrea Goodwin, Director, Office of Student Conduct	Student Conduct Committee	09/12/2016	Under Review.
16-17-13	Professional Track Faculty Merit Pay Policy	Senate Leadership and Office of the Provost	Faculty Affairs Committee	04/12/2016	Under Review.
16-17-14	Revisions to the A. James Clark School of Engineering Plan of Organization	A. James Clark School of Engineering	Elections, Representation, & Governance (ERG) Committee and Faculty Affairs Committee	09/26/2016	Under Review.
16-17-17	PCC Proposal to Establish a Ph.D. in Environmental Health Sciences	PCC Committee		09/30/2016	Pending Approval. Waiting on approvals from MHEC Approval
16-17-18	PCC Proposal to Establish a Master of Science in Environmental Health Sciences	PCC Committee		09/30/2016	Pending Approval. Waiting on approvals from MHEC Approval
16-17-23	Review of the Interim University of Maryland Policy on Student Social Media Privacy	Provost's Office	Educational Affairs Committee	01/13/2017	Under Review.
16-17-24	Student Course Evaluation Improvement Project	Benjamin Bederson & Alice Donlan	Academic Procedures & Standards (APAS) Committee	01/19/2017	Under Review.
16-17-28	Revisions to the UMD Policy on Appointment, Promotion, and Permanent Status of Library Faculty	Kelsey Corlett-Rivera, Library Assembly Chair, on behalf of University Libraries faculty	Faculty Affairs Committee	02/27/2017	Under Review.
16-17-29	Undergraduate Admissions Procedures Related to Criminal Background	University Senate Office	Academic Procedures & Standards (APAS) Committee	02/27/2017	Under Review.
16-17-31	University IT Council Bylaws	University IT Council	Elections, Representation, & Governance (ERG) Committee	03/17/2017	Under Review.
16-17-32	Providing Gender Inclusive Facilities	Luke Jensen, LGBT Equity Center	Equity, Diversity, & Inclusion (EDI) Committee	03/10/2017	Under Review.
16-17-35	Addition of a Representative of the Provost to the IT Council Membership	Betsy Beise, Associate Provost for Academic Planning & Programs	Elections, Representation, & Governance (ERG) Committee	03/31/2017	Under Review.
16-17-36	Review of Limited Enrollment Program Requirements	Senate Executive Committee	Educational Affairs Committee	05/15/2017	Under Review.

UNIVERSITY SENATE | TRANSMITTAL | #17-18-02

Senate Committee on Committees

2017-2018 Senate Standing Committee & University Council Slates

PRESENTED BY	**Christopher Walsh, Chair**
REVIEW DATES	**SEC – August 29, 2017 | SENATE – September 6, 2017**
VOTING METHOD	**In a single vote**
RELEVANT POLICY/DOCUMENT	**N/A**
NECESSARY APPROVALS	**Senate, President**

ISSUE

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

RECOMMENDATION(S)

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

COMMITTEE WORK

The Committee on Committees met on May 17, 2017 and June 1, 2017 to review all of the committee volunteers and their statements. There were 94 membership openings to fill on the ten standing committees of the Senate, and the Committee on Committees received and reviewed 466 volunteer applications from the various constituencies on campus. The committee endeavored to create balanced standing committee memberships, representing a variety of Colleges/Schools, departments/units, disciplines, and gender, to the best of its ability. The committee selected faculty, staff, and student volunteers to fill the 94 open positions. The committee members used the volunteers' top three choices from their preference form to place volunteers onto respective committees. In addition, committee members and Senate Office staff were assigned responsibilities for further recruitment efforts, as needed.

The 2017-2018 Committee on Committees approved the final slate on June 22, 2017. Following the final placements, the Senate Office informed all of the volunteers whether they had been placed on a committee for the 2017-2018 academic year. The Senate Office staff worked with the Chair of the Committee on Committees to fill any vacancies that arose during the summer.

Additionally, the Senate Chair-Elect worked with the Office of the Provost to create a slate of candidates for the University Library Council. In accordance with the University Library Council Bylaws, the slate of University Library Council appointees was reviewed and approved by the Committee on Committees. Upon completion, the slate will be approved by the Senior Vice President and Provost.

The Senate Chair and the Director of the Senate worked with the Vice President of Research to create a slate of appointees for the University Research Council. The Research Council slate was reviewed and approved by the Committee on Committees.

The Senate Chair and the Director of the Senate also worked with the Vice President of Information Technology (IT) and Chief Information Officer to create a slate of appointees for the University IT Council. The IT Council slate was reviewed and approved by the Committee on Committees.

Any vacancies on committees and councils will be filled in accordance with the Bylaws.

ALTERNATIVES

The Senate could decide to not approve the slates.

RISKS

There are no risks to the University.

FINANCIAL IMPLICATIONS

There are no financial implications.

Academic Procedures & Standards (APAS) Committee

Nominated

Michael Sparrow	Exempt Staff	BMGT	2019
Michael Ambrose	Faculty	ARCH	2019
Linda Coleman	Faculty	ARHU	2019
Byung-Eun Kim	Faculty	AGNR	2019
Celina McDonald	Faculty	LIBR	2019
David Straney	Faculty	CMNS	2018
Elizabeth Warner	Faculty	CMNS	2019
Maria Layana Varas	Graduate Student	BSOS	2018
Kate Carter	Undergraduate Student	ENGR	2018
Jacob Fishbein	Undergraduate Student	CMNS	2018
Anjali Kalaria	Undergraduate Student	BSOS	2018

Ex-Officio

Adrian Cornelius	Ex-Officio-University Registrar	SVPAAP	2018
Jeffrey Franke	Ex-Officio-Graduate School Rep	GRAD	2018
Britt Reynolds	Ex-Officio-Director of Undergraduate Admissions	SVPAAP	2018
Ann Smith	Ex-Officio-Undergraduate Studies Rep	UGST	2018
William Cohen	Ex-Officio-Provost's Rep	UGST	2018

Continuing Members

Tahirah Akbar-Williams	Faculty	LIBR	2018
Susan Hendricks	Faculty	EDUC	2018
Agisilaos Iliadis	Faculty	ENGR	2018
Susannah Washburn	Faculty	PLCY	2018

Chair

Philip Evers	Chair	BMGT	2018

Campus Affairs Committee

Nominated

Ayanna Baccus	Faculty	EDUC	2019
Gerald Miller	Faculty	CMNS	2019
Amy Wickner	Faculty	LIBR	2018
Lance Yonkos	Faculty	AGNR	2019
Mengke Sun	Graduate Student	BMGT	2018
HuyenTran Nguyen	Non-Exempt Staff	LIBR	2019
Bowen Li	Undergraduate Student	CMNS	2018
Alan Pracht	Undergraduate Student	BSOS	2018

Ex-Officio

Mariah Bauer	Ex-Officio-Provost's Rep	SVPAAP	2018
Lori Ebihara	Ex-Officio-Chair of Coaches Council	PRES	2018
Beth Javier-Wong	Ex-Officio-VP University Relations Rep	VPUR	2018
Luke Jensen	Ex-Officio-Chief Diversity Officer	SVPAAP	2018
Anne Martens	Ex-Officio-VP Administration and Finance Rep	VPAF	2018
John Zacker	Ex-Officio-VP Student Affairs	VPSA	2018
Jamie Welch	Ex-Officio-GSG Rep	UGST	2018
Adler Pruitt	Ex-Officio-SGA Rep	VPSA	2018

Continuing Members

Miriam Sharp	Exempt Staff	VPAF	2018
Lee Friedman	Faculty	CMNS	2018
Jeffrey Pickering	Faculty	BSOS	2018
Nedelina Tchangalova	Faculty	LIBR	2018

Chair

Gene Ferrick	Chair	CMNS	2018

Educational Affairs Committee

Nominated

Jeffrey Henrikson	Faculty	CMNS	2019
Lindsay Inge	Faculty	LIBR	2019
Joseph Oudin	Faculty	BSOS	2019
David Salem	Faculty	BSOS	2019
Yunfeng Zhang	Faculty	ENGR	2019
Joel Miller	Graduate Student	EDUC	2018
Catherine Fisanich	Non-Exempt Staff	CMNS	2019
Smeet Butala	Undergraduate Student	EDUC	2018
Allison Schwam	Undergraduate Student	VPSA	2018

Ex-Officio

Linda Macri	Ex-Officio-Graduate School Rep	GRAD	2018
Marcio Oliveira	Ex-Officio-Division of Information Technology Rep	DIT	2018
Ann Smith	Ex-Officio-Undergraduate Studies Rep	UGST	2018
Ben Bederson	Ex-Officio-Provost's Rep	SVPAAP	2018
Douglas Roberts	Ex-Officio-Associate Dean for General Education	UGST	2018
Amith Narayan	Ex-Officio-GSG Rep	CMNS	2018
Christine Hagan	Ex-Officio-SGA Rep	BSOS	2018

Continuing Members

Michelle Brooks	Exempt Staff	CMNS	2018
Lindsey Anderson	Faculty	ARHU	2018
Emily Conover	Faculty	ARHU	2018
Vedat Diker	Faculty	INFO	2018
Abani Pradhan	Faculty	AGNR	2018
Elizabeth Soergel	Faculty	LIBR	2018

Chair

Toby Egan	Chair	PLCY	2018

Elections, Representation, & Governance (ERG) Committee

Nominated

Raymond Nardella	Exempt Staff	VPSA	2019
Leigh Ann DePope	Faculty	LIBR	2019
Toby Egan	Faculty	PLCY	2018
Wendell Hill	Faculty	CMNS	2019
Elizabeth McClure	Faculty	ARHU	2019
Guy Aldridge	Graduate Student	ARHU	2018
Pamela Callahan	Graduate Student	EDUC	2018
Jonathan Allen	Undergraduate Student	BSOS	2018
Brynn Drury	Undergraduate Student	BSOS	2018

Ex-Officio

Kathleen Denz	Ex-Officio-Associate VP IRPA Rep	SVPAAP	2018
William Hankel	Ex-Officio-Director of Human Resources Rep	VPAF	2018

Continuing Members

Sabrina Baron	Faculty	ARHU	2018
Anne Raugh	Faculty	CMNS	2018
Cliffornia Pryor	Non-Exempt Staff	ARHU	2018

Chair

Marc Pound	Chair	CMNS	2018

Equity, Diversity, & Inclusion (EDI) Committee

Nominated

Moneca Clyburn	Exempt Staff	BMGT	2019
Angela Harmon	Exempt Staff	BSOS	2019
Jennifer Dindinger	Faculty	AGNR	2019
Daune O'Brien	Faculty	ARHU	2019
Phillip Staniczenko	Faculty	CMNS	2019
Nat Baldino	Graduate Student	ARHU	2018
Shy Porter	Graduate Student	SPHL	2018
Jordan Carter-Reich	Non-Exempt Staff	VPSA	2019
Pablo Roa	Undergraduate Student	JOUR	2018
Katelyn Turner	Undergraduate Student	BSOS	2018

Ex-Officio

Catherine Carroll	Ex-Officio-OCRSM Rep	PRES	2018
Jacinta Felice	Ex-Officio-VP Student Affairs Rep	VPSA	2018
Anne Martens	Ex-Officio-VP Administration & Finance Rep	VPAF	2018
Steve Fetter	Ex-Officio-Provost's Rep	SVPAAP	2018
Roger Worthington	Ex-Officio-Chief Diversity Officer	SVPAAP	2018

Continuing Members

Leon Tune	Exempt Staff	VPUR	2018
Pradeep Kapur	Faculty	PLCY	2018
Beth St Jean	Faculty	INFO	2018
Qing Dong	Non-Exempt Staff	ENGR	2018

Chair

Eric Grims	Chair	ARHU	2018

Faculty Affairs Committee

Nominated

Debabrata Biswas	Faculty	AGNR	2019
Marilena Draganescu	Faculty	EDUC	2018
Karol Dyson	Faculty	AGNR	2018
Timothy Hackman	Faculty	LIBR	2019
Stefanie Kuchinsky	Faculty	VPR	2019
Nicole LaRonde	Faculty	CMNS	2019
Sacoby Wilson	Faculty	SPHL	2019
Jacqueline Plante	Graduate Student	ARHU	2018
Aida Roige Mas	Graduate Student	ARHU	2018
Jerry Mi	Undergraduate Student	VPSA	2018

Ex-Officio

Michele Eastman	Ex-Officio-President's Rep	PRES	2018
Karen McDonald	Ex-Officio-Director of Human Resources Rep	VPAF	2018
John Bertot	Ex-Officio-Provost's Rep	SVPAAP	2018
Janice Reutt-Robey	Ex-Officio-CUSF Rep	CMNS	2018
Ellin Scholnick	Ex-Officio-Ombuds Officer	PRES	2018

Continuing Members

Errica Philpott	Exempt Staff	CMNS	2018
Devin Ellis	Faculty	BSOS	2018
Brooke Liu	Faculty	ARHU	2018
James McKinney	Faculty	BMGT	2018

Chair

Roberto Korzeniewicz	Chair	BSOS	2018

Programs, Curricula, & Courses (PCC) Committee

Nominated

Traci Dula	Exempt Staff	UGST	2019
Katherine Izsak	Faculty	BSOS	2019
Stephen Roth	Faculty	SPHL	2019
Jordan Sly	Faculty	LIBR	2019
Chandrasekhar Thamire	Faculty	ENGR	2019
Melissa Welsh	Faculty	AGNR	2019
Kerry Fang	Graduate Student	ARCH	2018
Jesse Rao	Undergraduate Student	BSOS	2018
Lindsey Wright	Undergraduate Student	BSOS	2018

Ex-Officio

Elizabeth Beise	Ex-Officio-Provost's Rep	SVPAAP	2018
Ryan Long	Ex-Officio-Graduate School Rep	GRAD	2018
Daniel Mack	Ex-Officio-Dean of Libraries Rep	LIBR	2018
Cynthia Stevens	Ex-Officio-Undergraduate Studies Rep	UGST	2018

Continuing Members

Samira Anderson	Faculty	BSOS	2018
David Bigio	Faculty	ENGR	2018
Cindy Clement	Faculty	BSOS	2018
Michael Montague-Smith	Faculty	CMNS	2018
Gran Wilson	Faculty	ARHU	2018

Chair

Dylan Roby	Chair	SPHL	2018

Staff Affairs Committee

Nominated

Fulvio Cativo	Exempt Staff	VPUR	2019
Jane Edwards	Exempt Staff	VPR	2018
Denise Best	Non-Exempt Staff	ARHU	2019
Diandrea Campbell	Non-Exempt Staff	VPSA	2018
Rosanne Hoaas	Non-Exempt Staff	VPAF	2018
Antonietta Jennings	Non-Exempt Staff	VPR	2019
Stenise Sanders	Non-Exempt Staff	VPSA	2019
Marlina Tadesse	Undergraduate Student	BSOS	2018

Ex-Officio

Dylan Baker	Ex-Officio-CUSS Rep (Non-Voting)	SVPAAP	2018
Sarah Goff-Tlemsani	Ex-Officio-CUSS Rep (Non-Voting)	BSOS	2018
Andrea Goltz	Ex-Officio-Provost's Rep	SVPAAP	2018
Emily Hartz	Ex-Officio-CUSS Rep	CMNS	2018
Anne Martens	Ex-Officio-VP Administration & Finance Rep	VPAF	2018
Patrick Perfetto	Ex-Officio-CUSS Rep	VPSA	2018
Jacqueline Richmond	Ex-Officio-Director of Human Resources Rep	VPAF	2018
Maureen Schrimpe	Ex-Officio-CUSS Rep	VPSA	2018
Brooke Supple	Ex-Officio-VP Student Affairs Rep	VPSA	2018
Dana Wimbish	Ex-Officio-CUSS Rep (Non-Voting)	VPAF	2018

Continuing Members

Judi Gorski	Exempt Staff	CMNS	2018
J Darius Greene	Exempt Staff	ARHU	2018
Margaret Saponaro	Faculty	LIBR	2018
Luther Clark	Non-Exempt Staff	BSOS	2018

Chair

Erin Rooney-Eckel	Chair	VPSA	2018

Student Affairs Committee

Nominated

Shaik Rahaman	Faculty	AGNR	2019
Joseph Asercion	Graduate Student	GRAD	2018
Vinita Atre	Graduate Student	INFO	2018
John Cavanagh	Graduate Student	CMNS	2018
Quincy Kissack	Graduate Student	VPSA	2018
Erica Simpkins	Non-Exempt Staff	VPSA	2019
Daniel Katz	Undergraduate Student	VPSA	2018
Christine Rhee	Undergraduate Student	VPSA	2018
Dana Rodriguez	Undergraduate Student	ENGR	2018
Ishan Shah	Undergraduate Student	CMNS	2018
Nicole Starego	Undergraduate Student	LTSC	2018
Doron Tadmor	Undergraduate Student	BMGT	2018
Cullen Taylor	Undergraduate Student	ENGR	2018
Samantha Waldenberg	Undergraduate Student	JOUR	2018

Ex-Officio

Barbara Aiken	Ex-Officio-VP Student Affairs Rep	VPSA	2018
Mary Hummel	Ex-Officio-VP Student Affairs Rep	VPSA	2018
Susan Martin	Ex-Officio-Graduate School Rep	VPSA	2018
Dennis Passarella-George	Ex-Officio-Resident Life Rep	VPSA	2018
Michael Goodman	Ex-Officio-GSG Rep	VPSA	2018
Christopher Ricigliano	Ex-Officio-SGA Rep	BSOS	2018

Continuing Members

Kevin McGann	Exempt Staff	BSOS	2018
Liese Zahabi	Faculty	ARHU	2018

Chair

Krystina Hess	Chair	ENGR	2018

Student Conduct Committee

Nominated

Blessing Enekwe	Exempt Staff	GRAD	2019
John Buchner	Faculty	CMNS	2019
Jason Speck	Faculty	LIBR	2019
Megan Stump	Graduate Student	EDUC	2018
Katie Heil	Undergraduate Student	BSOS	2018
Paul Mavrikes	Undergraduate Student	BSOS	2018
Christopher Rand	Undergraduate Student	ENGR	2018
Anuj Thakore	Undergraduate Student	VPSA	2018

Ex-Officio

Andrea Goodwin	Ex-Officio-Director of Student Conduct (Non-Voting)	VPSA	2018

Continuing Members

Gideon Mark	Faculty	BMGT	2018
Hilary Thompson	Faculty	LIBR	2018

Chair

Andrea Dragan	Chair	VPR	2018

IT Council

Vacancies

Tenured Faculty Member (Appointment)
Ex-Officio-VP IT/CIO Rep

Nominated

Helene Cohen	Faculty	EDUC	2019
Michel Cukier	Faculty	ENGR	2019
Adam Porter	Faculty	CMNS	2019
Derek Richardson	Faculty	CMNS	2019
Hatice Ogden	Graduate Student	BSOS	2018
Gregorio Zimerman	Undergraduate Student	ENGR	2018

Ex-Officio

Ben Wallberg	Ex-Officio-Dean of Libraries Rep	LIBR	2018

Continuing Members

Willie Brown	Exempt Staff	VPAF	2018
Ann Holmes	Exempt Staff	BSOS	2018
Sandra Loughlin	Faculty	BMGT	2018
Andrew Smith	Faculty	CMNS	2018

Chair

William Bowerman	Chair	AGNR	2019

Library Council

Vacancies

Faculty Member (Appointment)
Faculty Member (Appointment)

Nominated

Alice Allen	Faculty	CMNS	2019
John Cumings	Faculty	ENGR	2019
Bernard Cooperman	Faculty	ARHU	2019
Karina Hagelin	Graduate Student	INFO	2018
Helen Liu	Undergraduate Student	BMGT	2018

Ex-Officio

David Cronrath	Ex-Officio Provost's Rep	ARCH	2018
Marcio Oliveira	Ex-Officio Division of IT Rep	DIT	2018
Christopher Walsh	Ex-Officio Senate Chair-Elect	AGNR	2018
Gary White	Ex-Officio Libraries	LIBR	2018

Continuing Members

Brian Butler	Faculty	INFO	2018
Holly Brewer	Faculty	ARHU	2018
Terry Owen	Faculty	LIBR	2018
Andrei Vedernikov	Faculty	CMNS	2018
Min Wang	Faculty	EDUC	2018

Chair

Debra Shapiro	Chair	BMGT	2019

Research Council

Nominated

Ann Holmes	Exempt Staff	BSOS	2019
John Fourkas	Faculty	CMNS	2019
Martin Loeb	Faculty	BMGT	2019
KerryAnn O'Meara	Faculty	EDUC	2019
Robin Puett	Faculty	SPHL	2020
Martha Nell Smith	Faculty	ARHU	2019
Laura Drew	Graduate Student	SPHL	2018
Patrick Stanley	Graduate Student	ENGR	2018
Justin Silverberg	Undergraduate Student	BSOS	2018

Ex-Officio

Eric Chapman	Ex-Officio-VP Research Rep	VPR	2018
Michele Eastman	Ex-Officio-President's Rep	PRES	2018
Blessing Enekwe	Ex-Officio-Graduate School Rep	GRAD	2018
Wendy Montgomery	Ex-Officio-Director of ORA Rep	VPR	2018
Steve Fetter	Ex-Officio-Provost's Rep	SVPAAP	2018
Douglas Roberts	Ex-Officio-Undergraduate Studies Rep	UGST	2018

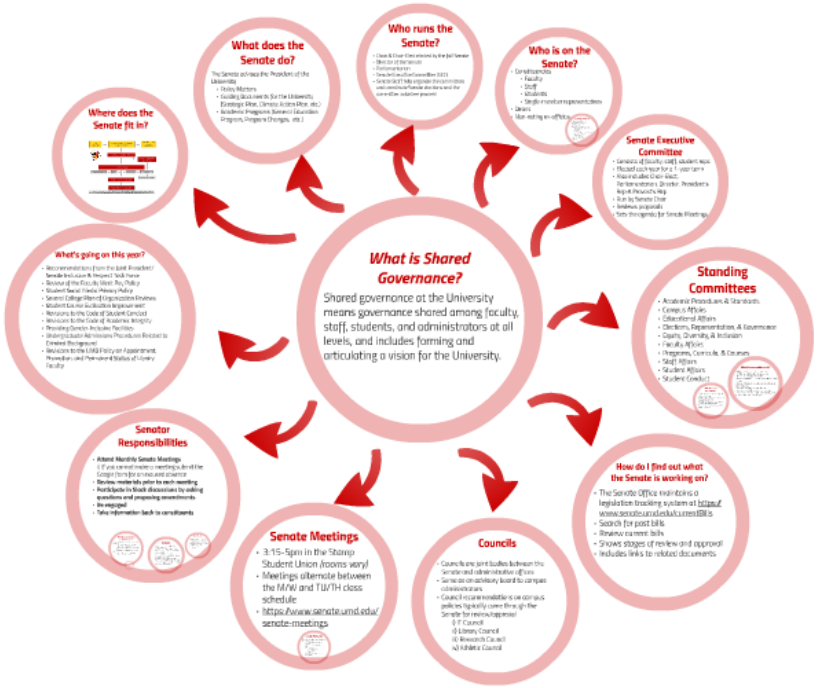
Continuing Members

Nathan Hultman	Faculty	PLCY	2018
Srinivasa Raghavan	Faculty	ENGR	2018
Lisa Taneyhill	Faculty	AGNR	2018

Chair

George Hurtt	Chair	BSOS	2020

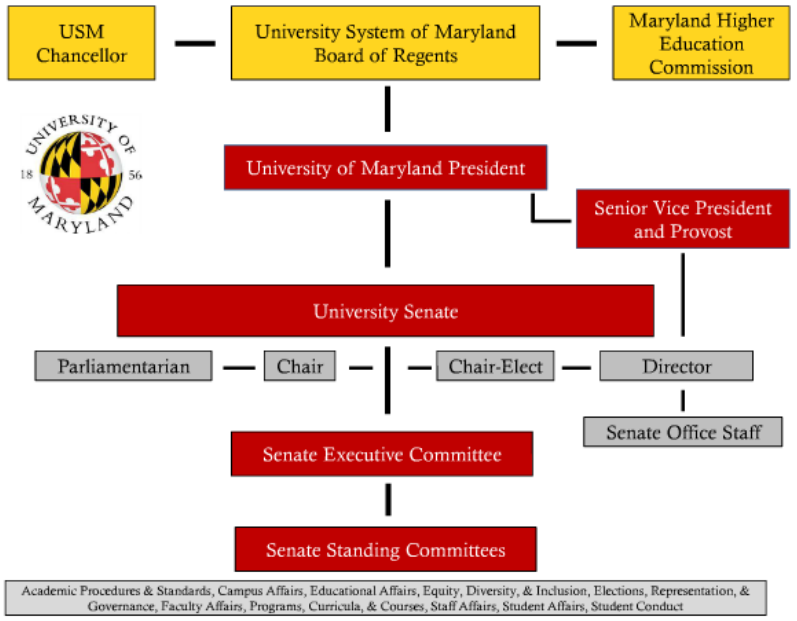
Orientation: Senators, Senate Meetings, and Shared Governance



What is Shared Governance?

Shared governance at the University means governance shared among faculty, staff, students, and administrators at all levels, and includes forming and articulating a vision for the University.

Where does the Senate fit in?



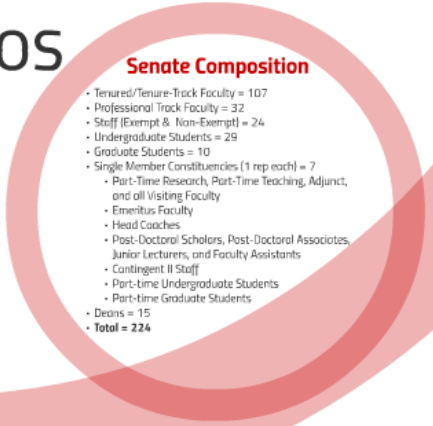
What does the Senate do?

The Senate advises the President of the University

- Policy Matters
- Guiding Documents for the University (Strategic Plan, Climate Action Plan, etc.)
- Academic Programs (General Education Program, Program Changes, etc.)

Who is on the Senate?

- Constituencies
  - Faculty
  - Staff
  - Students
  - Single-member representatives
- Deans
- Non-voting ex-officios



Sena
C

Who runs the Senate?

- Chair & Chair-Elect elected by the full Senate
- Director of the Senate
- Parliamentarian
- Senate Executive Committee (SEC)
- Senate Staff help organize the committees and coordinate Senate elections and the committee volunteer process

icios

Senate Composition

- Tenured/Tenure-Track Faculty = 107
- Professional Track Faculty = 32
- Staff (Exempt & Non-Exempt) = 24
- Undergraduate Students = 29
- Graduate Students = 10
- Single Member Constituencies (1 rep each) = 7
  - Part-Time Research, Part-Time Teaching, Adjunct, and all Visiting Faculty
  - Emeritus Faculty
  - Head Coaches
  - Post-Doctoral Scholars, Post-Doctoral Associates, Junior Lecturers, and Faculty Assistants
  - Contingent II Staff
  - Part-time Undergraduate Students
  - Part-time Graduate Students
- Deans = 15
- **Total = 224**

Senate Composition

- Tenured/Tenure-Track Faculty = 107
- Professional Track Faculty = 32
- Staff (Exempt & Non-Exempt) = 24
- Undergraduate Students = 29
- Graduate Students = 10
- Single Member Constituencies (1 rep each) = 7
  - Part-Time Research, Part-Time Teaching, Adjunct, and all Visiting Faculty
  - Emeritus Faculty
  - Head Coaches
  - Post-Doctoral Scholars, Post-Doctoral Associates, Junior Lecturers, and Faculty Assistants
  - Contingent II Staff
  - Part-time Undergraduate Students
  - Part-time Graduate Students
- Deans = 15
- **Total = 224**

Senate Executive Committee

- Consists of faculty, staff, student reps
- Elected each year for a 1-year term
- Also includes Chair-Elect, Parliamentarian, Director, President's Rep & Provost's Rep
- Run by Senate Chair
- Reviews proposals
- Sets the agenda for Senate Meetings

Standing Committees

- Academic Procedures & Standards
- Campus Affairs
- Educational Affairs
- Elections, Representation, & Governance
- Equity, Diversity, & Inclusion
- Faculty Affairs
- Programs, Curricula, & Courses
- Staff Affairs
- Student Affairs
- Student Conduct

What do committees do?

- Help address the concerns of the various constituencies in the campus community
- Analyze issues brought to the SEC
- Research and do the bulk of the work that the Senate reviews
- Make recommendations to the SEC and full Senate for changes, etc.
- Committee meetings are generally open
- Committee materials are considered working documents and thus are not released publicly until the committee generates its report

Who is on the committees?

- Committee chairs are Senators appointed by the Senate Chair
- Members are volunteers, and do not need to be Senators to serve
- Made up of reps from all constituencies & reps from administrative units
- Fac/staff serve 2-year terms & students serve 1-year terms

Who is on the committees?

- Committee chairs are Senators appointed by the Senate Chair
- Members are volunteers, and do not need to be Senators to serve
- Made up of reps from all constituencies & reps from administrative units
- Fac/staff serve 2-year terms & students serve 1-year terms

What do committees do?

- Help address the concerns of the various constituencies in the campus community
- Analyze issues brought to the SEC
- Research and do the bulk of the work that the Senate reviews
- Make recommendations to the SEC and full Senate for changes, etc.
- Committee meetings are generally open
- Committee materials are considered working documents and thus are not released publicly until the committee generates its report

ppointed

not need

uencies &

tudents

How do I find out what the Senate is working on?

- The Senate Office maintains a legislation tracking system at https://www.senate.umd.edu/currentBills
- Search for past bills
- Review current bills
- Shows stages of review and approval
- Includes links to related documents

Councils

- Councils are joint bodies between the Senate and administrative offices
- Serve as an advisory board to campus administrators
- Council recommendations on campus policies typically come through the Senate for review/approval
    - i) IT Council
    - ii) Library Council
    - iii) Research Council
    - iv) Athletic Council

- Se
- Re
- Sh
- In

Senate Meetings

- 3:15-5pm in the Stamp Student Union *(rooms vary)*
- Meetings alternate between the M/W and TU/TH class schedule
- https://www.senate.umd.edu/senate-meetings

Senate Materials

Materials are sent out and posted 1 week prior to each Senate Meeting

- A combined bookmarked PDF of all materials
- Agenda (action vs. information)
- Minutes
- Committee Reports
    - i) Transmittal & Report
    - ii) Appendices
- Slides/information for special order presentations

Senator Responsibilities

- **Attend Monthly Senate Meetings**
  i) If you cannot make a meeting submit the Google form for an excused absence
- **Review materials prior to each meeting**
- **Participate in Slack discussions by asking questions and proposing amendments**
- **Be engaged**
- **Take information back to constituents**

- 3:
  St
- M

What do senators do at Senate Meetings?

The Chair will open the floor to discussion on each action item

- Senators may comment or ask questions
- Senators can make amendments
- Senators can also introduce a non-Senator to speak

The Chair will open the voting period on each action item

- Senators will use your clicker to vote (1: in favor, 2: opposed, 3: abstain)

Protocol

- Only Senators or those introduced by a Senator may speak
- Committee members (including ex-officio members) may speak when their committee presents a report
- Senate Meeting audio is recorded
- Senators must state their name, constituency, and college before speaking
- Speakers should speak directly into the microphone by tilting it up or down, as needed
- A wireless microphone is available if the wired microphone is not accessible

New Initiatives

- Presidential Briefings
- Senate Meeting Summaries (Word/PDF/ PowerPoint)
- Meetings with Senator Constituency Groups
- Action Item Surveys/Slack
- PDF Portfolio/Combined PDF
- Separation of Appendices
- SEC/Cabinet Retreat

What's going on this year?

- Recommendations from the Joint President/ Senate Inclusion & Respect Task Force
- Review of the Faculty Merit Pay Policy
- Student Social Media Privacy Policy
- Several College Plan of Organization Reviews
- Student Course Evaluation Improvement
- Revisions to the Code of Student Conduct
- Revisions to the Code of Academic Integrity
- Providing Gender-Inclusive Facilities
- Undergraduate Admissions Procedures Related to Criminal Background
- Revisions to the UMD Policy on Appointment, Promotion, and Permanent Status of Library Faculty

PCC Proposal to Establish a Post-Baccalaureate Certificate in Computing Systems (PCC ID #16053)

PRESENTED BY	**Dylan Roby, Chair**
REVIEW DATES	**SEC – August 29, 2017	SENATE – September 6, 2017**
VOTING METHOD	**In a single vote**
RELEVANT POLICY/DOCUMENT	**N/A**
NECESSARY APPROVALS	**Senate, President, Chancellor, Maryland Higher Education Commission (MHEC)**

ISSUE

The A. James Clark School of Engineering and Department of Electrical and Computer Engineering propose to establish a 12-credit Post-Baccalaureate Certificate in Computing Systems. This certificate program will be for students who are enrolled in the Master of Science in Telecommunications program. Computing systems have become ubiquitous and relied upon every day for work, communication, and entertainment. Smart phones, tablets, and wireless access points all contain small embedded computing systems that run software and firmware. Consequently, our society needs professionals who both understand communication technologies and protocols and have the skills to implement and test those technologies in various embedded computing devices.

Course requirements for the certificate program include four courses from the following list: ENTS689A Special Topics: Algorithms and Data Structures, and the ENTS669X Special Topics in Computing series. These courses can also be used to fulfill the elective requirements for the Master of Science program.

This proposal was approved by the Graduate School Programs, Curricula, and Courses committee on March 17, 2017, and was approved by the Senate Programs, Curricula, and Courses committee on May 5, 2017.

RECOMMENDATION(S)

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

COMMITTEE WORK

The committee first considered this proposal at its meeting on April 7, 2017. The committee recommended changes to the proposal. The revised proposal was presented to the committee on May 5, 2017. Zoltan Safar, director of the Master of Science in Telecommunications program, presented the proposal. The revised proposal was unanimously approved by the committee.

ALTERNATIVES

The Senate could decline to approve this new certificate program. If the Senate declines to approve this certificate program, students in the Master of Science in Telecommunications program will lose an opportunity to have their focus in computing systems formally recognized.

RISKS

There are no risks to the University.

FINANCIAL IMPLICATIONS

There are no significant financial implications with this proposal.

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

PCC LOG NO. 16053

College/School: A. James Clark School of Engineering
Please also add College/School Unit Code-First 8 digits:
Unit Codes can be found at: https://hypprod.umd.edu/Html_Reports/units.htm

Department/Program: Department of Electrical and Computer Engineering/Master's in Telecommunications program
Please also add Department/Program Unit Code-Last 7 digits:

Type of Action (choose one):

☐ Curriculum change (including informal specializations)
☐ *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
☐ Other

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

Summary of Proposed Action: The Master's in Telecommunications program is proposing a new Graduate Certificate Program in Computing Systems.

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

1. Department Committee Chair Dr. Zoltan Safar Zoltan Safar 02.16.17.
2. Department Chair Dr. Rama Chellappa for Rama Chellappa
3. College/School PCC Chair Jenna Bucci Jenna E. Bucci 3/7/17
4. Dean/Dr. Peter Kofinas Peter Kofinas 3/6/17
5. Dean of the Graduate School (if required) Jeffry Franke Jeffry Franke 4/12/2017
6. Chair, Senate PCC Andrew Harris Andrew Harris 5/5/17
7. University Senate Chair (if required) _____
8. Senior Vice President and Provost _____

Proposal to Establish a Graduate Certificate in Computing Systems

I. OVERVIEW

A. Overview and Rationale

Established in 1992, the Master of Science in Telecommunications (ENTS) program provides a unique cross-disciplinary industry-oriented graduate education in telecommunications. It is run jointly by the Department of Electrical and Computer Engineering in the A. James Clark School of Engineering and the Robert H. Smith School of Business. Combining rigorous technical education with invaluable business insight and entrepreneurial skills, the ENTS program offers students a unique perspective on the telecommunications industry and profession. The ENTS program caters to both full-time students and working professionals. Most ENTS courses are offered once a week and are scheduled in the afternoon or evening to suit working professionals, while some courses additionally offer daytime sections. All ENTS courses are "traditional" (residential) courses; the program does not offer off-campus locations or online options. ENTS students are responsible for a differential tuition rate and the program is considered a self-support unit within the University of Maryland. Currently, approximately 240 students are enrolled and approximately 110-120 MS degrees are awarded each year.

To be considered for admission, applicants to the ENTS program must have earned a bachelor's degree, typically in a technical field (engineering, computer science, etc.) and have an undergraduate GPA of 3.0. Applicants must also submit a personal statement and three letters of recommendation. To earn the MS in Telecommunications degree, students must successfully complete 30 credits of course work (10 three-credit courses) with a GPA of 3.0 or more and a scholarly paper. A typical ENTS student takes 6-8 core courses (up to 2 of the 8 core courses may be waived if justified) and 2-4 elective courses.

The ENTS program is taught by full-time and part-time instructors employed by the Electrical and Computer Engineering Department and the Robert H. Smith School of Business. They all hold PhDs in their respective fields (engineering/computer science or business), and they all have worked in the industry for several years and have considerable industrial experience.

In the past decades, computing devices have penetrated almost every system we interact with, from handheld devices helping us find the optimal driving route to smart buildings and bridges. Smart phones, tablets, wireless access points have all become ubiquitous, providing us with the means to get connected to the internet, obtain and process information leading to better decision making. All of these devices contain small embedded computing systems that run software and firmware. Thus, our society needs professionals who both understand communication technologies and protocols and have the skills to implement and test those technologies in various embedded computing devices. In the upcoming Internet of Things (IoT) era, we will have more and more of such tiny connected computing devices around us. This certificate aims to help produce professionals who will have the expertise to design, create, test

and configure such devices. We need to create expertise which combines knowledge in telecommunication technology as well as embedded computing skills thereby leading to well-rounded professionals.

We propose the creation of a Graduate Certificate Program in Computing Systems embedded in the ENTS program. The Certificate Program will be offered to current ENTS students, and its aim is to provide official recognition for acquiring focused knowledge in a particular subfield of telecommunications. Over the past years, many of our students opted to take additional electives (i.e. electives in addition to meeting the minimum degree requirements) to improve their skill sets and their marketability to employers after graduation. This trend is beneficial to both students and the program as it results in better prepared and more marketable graduates with stronger, focused technical background, thus improving the quality of our graduates. This enhances their transcripts, resumes, and chances of finding employment or promotion in their current employment, further improving the reputation of the ENTS program and its alumni base. We would like to encourage, organize and recognize such efforts by offering the Graduate Certificate in Computing Systems, a well-defined, focused area within telecommunications. The certificate will be comprised of existing ENTS elective courses, which include special topics and advanced topics courses in computing. Within the telecommunications industry, certificates are widely accepted proof of expertise in a given technical subfield such as routing, computer security, etc. A Graduate Certificate is an appropriate recognition for the additional coursework, time and effort the student needs to invest to obtain the knowledge/expertise. The Graduate Certificate in Computing Systems will be one of the several proposed certificates designed to strengthen the ENTS program.

Currently we are witnessing the convergence of computing and communications. More and more computing systems and devices need to also function as a communicating device, and the trend is becoming stronger and stronger. Example applications where communication and computing have already become closely intertwined are: cloud computing, smart phones, smart televisions, and set top boxes. Examples of applications that will soon become ubiquitous are: Internet of Things (IoT) devices, smart homes, smart watches, smart cars, smart grid, software defined networking and network function virtualization. In fact, it is hard to find any computing systems that can function without communicating with other systems and/or humans.

The aim of the Graduate Certificate in Computing is to extend the knowledge and skills of our students in the direction of computing, including algorithms and data structures, embedded and high-performance computing and machine learning. The core components of the ENTS program provide a strong foundation in traditional telecommunications, such as wireless communications and computer networking, but they do not provide a similarly solid background in computing. Based on the above described trends in the industry, we feel that such a certificate program would fill an important need by providing additional specialized knowledge and skills that are not present in the core ENTS curriculum. This additional knowledge would produce ENTS graduates who are not only knowledgeable in the traditional areas of telecommunications, but

are also well versed in the very closely related field of computing. The knowledge gained from this Certificate Program would complement the knowledge gained from the core ENTS curriculum and increase the competitive advantage of our students compared to graduates of other telecommunications programs that do not offer specialized courses and certificates in computing systems. While completing the certificate program, students will also acquire/develop additional practical problem-solving, programming and analytical skills. Typical industry positons our students take after graduation that would benefit from this Certificate include: software engineer or software quality engineer (for a software service like Oracle or a business analytics company liker Microstrategy), system engineer, or cloud engineer.

The Master's in Telecommunications program is unique to the University System of Maryland, and thus adding certificate programs for current ENTS students would not replicate or detract from any existing programs. Since the ENTS program specializes in Telecommunications, we offer a wide range of special-topics and advanced-topics courses in computing that no other units offer. The ENTS electives will serve as the basis for the proposed Graduate Certificate Program.

The University of Colorado Boulder offers the "Interdisciplinary Telecom Program" (ITP). UCB has marketed ITP as "a highly-integrated and comprehensive program combining technology, policy, and business with hands-on experience." As a peer program to the ENTS, ITP offers a Master of Science in Telecom. MS students have the option to pursue "tracks" in network engineering, wireless engineering, network security and telecom policy. These tracks enable students to tailor the technical content of their degree to prepare themselves for careers in industry. Embedded with the tracks is the opportunity for students, who complete the requirements, to earn the corresponding 12-credit Graduate Certificate. Students may be awarded the certificate while completing the MS degree. ITP also offers the Graduate Certificates to non-degree seeking students. The Graduate Certificates include: Computer and Network Security; Network Architecture; Telecom Policy and Strategy; and Wireless Networks and Technologies.

The Graduate Certificate in Computing Systems allows ENTS students to have the option of enhancing their MS degree with specific technical knowledge and also enable them to remain competitive in the marketplace with graduates from similar degree programs at peer institutions.

Additional information:
http://www.colorado.edu/itp/
http://www.colorado.edu/itp/masters-degree
http://www.colorado.edu/itp/prospective-students/graduate-certificates

B. Student Audience

The Certificate in Computing Systems will only be available to current ENTS students. For a typical ENTS student, this will mean taking 1-2 extra electives in addition to the courses taken to satisfy the MS degree requirements.

Based on the results of a survey we have recently conducted among current ENTS students, there is a significant interest in obtaining Graduate Certificates. Out of 58 responses, 46.6% found a Graduate Certificate very valuable to their portfolios, and 36.2% found it somewhat valuable. Demonstrating their interest, 58.6% responded that they would most definitely obtain a Graduate Certificate if offered, and 32.8% responded that they would most likely obtain one. Finally, 22.4% of the responding students showed interest in obtaining a Graduate Certificate in Computing/Embedded Systems.

We also reached out to 39 ENTS alumni to poll their opinions on the value a Graduate Certificate program. Out of 24 responses, 54.2% found it very valuable, and 37.5% found it somewhat valuable to their portfolios. We also asked if they would encourage current ENTS students to obtain a Graduate Certificate if it was offered, and 45.8% responded “yes, most definitely”, and 41.7% responded “yes, most likely”. Out of the responding alumni, 62.5% responded that they found a Graduate Certificate in the area of Computing/Embedded Systems valuable.

C. Eligibility

Enrollment in this program will be limited to ENTS students, so the admission requirements are the same as the ENTS program’s.

II. CURRICULUM

A. Title

The proposed title is: Graduate Certificate in Computing Systems.

B. Structure and Course Requirements

The ENTS program has grouped its electives into course series according to specialization areas within telecommunications. The course series relevant to computing is Special Topics in Computing. These courses series will be included in the certificate program in order to maintain dynamic and up-to-date program offerings. New courses are offered almost every year to effectively respond to the dynamic changes in the telecommunications industry and to produce graduates who are well versed in the latest technology and telecommunications industry trends. At the end of this section, we will provide an example set of courses satisfying the certificate requirements based on our Spring 2016, Summer 2016 and Fall 2016 offerings.

The Graduate Certificate in Computing Systems is a 12-credit program, by coursework only. The courses taken to earn the Graduate Certificate may also be counted toward meeting the MS degree requirements, and the MS degree and the Graduate Certificate may be earned and

awarded in the same semester. Each student must complete four 3-credit courses from the following list.

- ENTS 689A Special Topics: Algorithms and Data Structures
- 669X Series: Special Topics in Computing

Course Descriptions:

ENTS 689A Special Topics: Algorithms and Data Structures
This course provides both a broad coverage of basic algorithms and data structures and an in-depth discussion on selected important topics. We will learn exact algorithms, heuristics, and counter-example development skills in solving problems in sorting, graph, string, and job scheduling problems. Moderate to heavy programming (in C under UNIX) is expected. Through this study and practice, students will develop and improve their programming and problem solving techniques.

ENTS 669A Special Topics in Computing: Embedded Systems
Prerequisites: Equivalent to undergraduate course on Computer Architecture, equivalent to undergraduate course on Digital Logic Design, equivalent to undergraduate course on programming (preferably C). The first decade of the 21st century was marked by the emergence of smart devices that are used in everyday life. Smart phones, smart cars, smart TVs, smart thermostats, smart vacuum cleaners, just to name a few. These developments are powered in large part by the embedded systems. This course will provide students with the essential knowledge base that will enable them to tackle complex problems encountered in embedded systems design. In addition to the overview of associated hardware components and software methodologies and tools used in the development of modern embedded systems, and theory behind them, the course will include a carefully selected collection of hands-on lab exercises that would help students get a sense of how the presented theoretical concepts connect with the real-world embedded systems applications.

ENTS 669B Special Topics in Computing: Distributed Systems in a Virtual Environment
This course will provide hands-on experience with the administration and configuration of Ubuntu Linux running as a virtual machine under VMware vSphere. Students will learn how to interact with Ubuntu Linux as well as learning fundamentals that can be applied to any Linux distribution. Students will also interact with VMware vSphere and will be provided with an introduction to the vSphere environment. Linux topics will include system architecture and components, kernel, task scheduling, memory management, device drivers, partitioning, file systems, boot processes, command line, customizing the environment, shell scripting, networking, and securing the system. vSphere topics will include hypervisors, virtual machines, virtual hardware, virtual neworking, copying, backing up, and migrating. During the lab sessions, students will create virtual machines, manage virtual machines, install Ubuntu Linux on a virtual machine, work with the Linux command

line, customize his/her Linux environment, perform various system administration tasks, write shell scripts, and configure firewalls and other network services.

ENTS 669D Special Topics in Computing Systems: Introduction to Machine Learning
A broad introduction to machine learning and statistical pattern recognition. Topics include: Supervised learning (Bayesian learning and classifier, parametric/non-parametric learning, discriminant functions, support vector machines, neural networks, deep learning networks); Unsupervised learning (clustering, dimensionality reduction, auto-encoders). The course will also discuss recent applications of machine learning, such as computer vision, data mining, autonomous navigation, and speech recognition.

An example course sequence:

1. **ENTS 689A Special Topics: Algorithms and Data Structures** (3 credits)
2. **ENTS 669A Special Topics in Computing: Embedded Systems** (3 credits)
3. **ENTS 669D Special Topics in Computing Systems: Introduction to Machine Learning** (3 credits)
4. **ENTS 669B Special Topics in Computing: Distributed Systems in a Virtual Environment** (3 credits)

III. STUDENT LEARNING OUTCOMES AND ASSESSMENT MEASURES

Since this graduate certificate program will be embedded in the standard ENTS curriculum, the learning outcomes will also be similar to those of the ENTS program. The items relevant to the Graduate Certificate Program are as follows:

1. Academic outcome goals:
   - Students acquire specialized knowledge and skills in the technical area of computing systems. Students acquire/develop practical problem-solving, programming and analytical skills necessary to succeed in industry.
2. Academic outcome assessment measures:
   - Percentage of students mastering the foundations of computing systems: computer architecture, embedded systems, software development for embedded devices, real-time operating systems, and FPGA system design.
   - Percentage of students who work on course-related projects requiring programming
3. Percentage of students acquiring hands-on lab experience using state-of-the art system design and verification tools for embedded software development, FPGA modeling and development and debugging tools.
4. Non-academic outcome goals:
   - Diversity: The ENTS program promotes diversity and strives to admit and educate a diverse student population.

- Degree completion and student retention: The ENTS program will make every effort to help its students from admission to degree completion and minimize the number of students who leave the program without a degree.
- Quality of learning experience: The ENTS program will actively improve the student experience and increase its perceived value.

5. Non-academic outcome assessment measures:
   - Diversity: Percentage of female students; percentage of female faculty /instructors; percentage of minority faculty /instructors
   - Degree completion and student retention: Percentage of students who obtain the graduate certificate within two years after entering the program
   - Quality of learning experience: Graduate student to faculty ratio in the classroom; number of students receiving education in state-of-the art facilities/labs or using state-of-the-art tools; number of offered elective courses in computing systems.

IV. PROGRAM ADMINISTRATION

Administrative oversight and program management will be provided by ENTS staff. This includes student services, academic advising, marketing and outreach, program evaluation and assessment, and degree requirement verification.

A. Program Faculty

The courses for this certificate program are all ENTS courses, so they will be taught by ENTS instructors.

B. Program Offerings

The program will be wholly residential. There will be no off-campus locations nor distance/online education components.

IV. FINANCE (Budget Resources)

The ENTS program is a self-support unit and the Graduate Certificate in Computing Systems program will be administered through its resources.

V. ADDITIONAL RESOURCES

A. Library

No additional resources are needed. See library assessment (Appendix A.)

B. Facilities

No new facilities are required.

C. Outside Academic Units

This program will not rely upon courses provided through other academic units.

D. Personnel

No new personnel are required. The new program will involve a small increase in administrative work for some staff. Existing staff members have experience in handling ENTS student records.

ROBERT H. SMITH
SCHOOL OF BUSINESS

February 13, 2017

VPAC - PCC Committees
University of Maryland
College Park, MD 20742

To whom it may concern:

The R. H. Smith School of Business hereby expresses its support for the new initiatives of the MS in Telecommunications Program to establish graduate certificate programs in (a) Networking Software Development, (b) Wireless Communications and (c) Computing. It is understood that the Electrical and Computer Engineering Department will be responsible for managing all aspects of the above certificate programs as they are based on technical/engineering discipline rather than business discipline.

Sincerely,

Michael Faulkender
Associate Dean, Masters Programs
R. H. Smith School of Business
University of Maryland

DATE: February 7, 2017

TO: Leah Grosse

Program Coordinator, Masters in Telecommunication Program

FROM: On behalf of the University of Maryland Libraries:

Elizabeth Soergel, Engineering Librarian

Maggie Saponaro, Head of Collection Development

Daniel Mack, Associate Dean, Collection Strategies & Services

RE: Library Collection Assessment

We are providing this assessment in response to a proposal by the Department of Electrical and Computer Engineering's Masters in Telecommunications program in the A. James Clark School of Engineering to create a Graduate Certificate in Computing Systems. The Masters in Telecommunications program asked that we at the University of Maryland Libraries assess our collection resources to determine how well the Libraries support the curriculum of this proposed program.

Serial Publications and Research Databases

The University of Maryland Libraries currently subscribe to a large number of scholarly journals—almost all in online format—that focus on telecommunications, including computing systems. Most articles in journals that we do not own electronically are available through either the Libraries' Scan and Deliver program or via Interlibrary Loan. The Libraries' "Database Finder" offers online access to databases that provide indexing and access to popular and scholarly journal articles, and other information sources. Many of these databases cover subject areas that would be relevant to this proposed graduate certificate. These databases can be accessed remotely by authenticating using UMD login credentials.

Most of the relevant research is available through the following databases to which the Libraries subscribe:

- IEEExplore
- ACM Digital Library
- Web of Science

In addition, the general, multidisciplinary database Academic Search Complete provides information for nearly every area of academic study, including computing systems. Academic

Search Complete includes an enormous collection of the most valuable peer-reviewed full text journals, as well as additional journals, magazines, newspapers and books.

As noted previously, in those instances in which either the Libraries do not subscribe to the journal or the journal articles are available only in print format, the Libraries can supply copies through the Libraries' Scan and Deliver program or via Interlibrary Loan.

Monographs

The Libraries regularly acquire scholarly monographs in telecommunications and allied subject disciplines, such as computing systems. The UMD Libraries' acquisition policies and budgets are expected to ensure scholarly books about computing systems continue to be added to the collection. As the University of Maryland already has a robust tradition of acquiring materials related to telecommunications, current collection development practices in the Libraries should adequately support the new graduate certificate in computing systems. Monographs not already part of the collection can usually be added upon request.

Monographs are typically purchased in electronic format, but the Libraries have a large collection of print materials related to telecommunications and computing systems. Students will be able to take advantage of the print book collection by checking out these items or requesting specific chapters be sent to them through the Libraries' Scan and Deliver program. Faculty can also request, within fair use copyright guidelines, that sections of print books be made available digitally through course reserves.

Scan and Deliver and Interlibrary Loan

The Scan and Deliver program (http://www.lib.umd.edu/access/scan-deliver) mentioned above allows students to request chapters of books or journal articles that the University Libraries own in print. Digital copies of these resources are sent directly to the student. For materials not owned by the University Libraries, students can requests either digital or physical delivery of bibliographic materials that otherwise would not be available to the UMD community via Interlibrary Loan (http://www.lib.umd.edu/access/ill-classic). As a member of the Big Ten Academic Alliance, UMD students have access to physical materials from other institutions in the Big Ten. These items can be requested through the UBorrow service (http://www.lib.umd.edu/access/uborrow) and users typically receive the items within one week. Scan and Deliver and Interlibrary Loan are available free of charge.

Conclusion

The University of Maryland Libraries' serials holdings and research databases have an established record for providing bibliographic support for researchers and professionals in subject disciplines that are relevant to telecommunications and computing systems. These materials are supplemented by relevant monograph collections. In addition, the Libraries' Scan

and Deliver and Interlibrary Loan services make materials that otherwise would not be available online or through the UM Libraries. The Libraries also offer students a wide range of services to ensure their success. Additionally, the libraries are already supporting the Master of Science in Telecommunications, so no additional library resources should be necessary for the proposed graduate certificate, which compliments the Masters program. As a result, our assessment is that the University of Maryland Libraries are able to meet the curricular and research needs of the proposed Graduate Certificate in Computing Systems.

UNIVERSITY SENATE | TRANSMITTAL | #17-18-05

Senate Programs, Curricula, & Courses (PCC) Committee

PCC Proposal to Establish a Post-Baccalaureate Certificate in Networking Software Development (PCC ID #16054)

PRESENTED BY	**Dylan Roby, Chair**
REVIEW DATES	**SEC – August 29, 2017	SENATE – September 6, 2017**
VOTING METHOD	**In a single vote**
RELEVANT POLICY/DOCUMENT	**N/A**
NECESSARY APPROVALS	**Senate, President, Chancellor, Maryland Higher Education Commission (MHEC)**

ISSUE

The A. James Clark School of Engineering and Department of Electrical and Computer Engineering propose to establish a 12-credit Post-Baccalaureate Certificate in Networking Software Development. This certificate program will be for students who are enrolled in the Master of Science in Telecommunications program. As computer networks become more sophisticated there is a growing need for software designed specifically for computer networks. Examples of emerging networking software technologies are Software Defined Networking and Network Function Virtualization. As these technologies increase in use, there is an emerging need for telecommunications professionals who are skilled in networking software development.

Course requirements for the certificate program include four courses.
At least two courses must be taken from the following set:

- ENTS689A Special Topics: Algorithms and Data Structures
- ENTS669X Special Topics in Computing Systems series

Also, at least two courses must be taken from the following set:

- ENTS689G Special Topics: Design and Analysis of Communication Networks
- ENTS649X Special Topics in Networking series
- ENTS749X Advanced Topics in Networking series

This proposal was approved by the Graduate School Programs, Curricula, and Courses committee on March 17, 2017, and was approved by the Senate Programs, Curricula, and Courses committee on May 5, 2017.

RECOMMENDATION(S)

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

COMMITTEE WORK

The committee first considered this proposal at its meeting on April 7, 2017. The committee recommended changes to the proposal. The revised proposal was presented to the committee on May 5, 2017. Zoltan Safar, director of the Master of Science in Telecommunications program, presented the proposal. The revised proposal was unanimously approved by the committee.

ALTERNATIVES

The Senate could decline to approve this new certificate program. If the Senate declines to approve this certificate program, students in the Master of Science in Telecommunications program will lose an opportunity to have their focus in networking software development formally recognized.

RISKS

There are no risks to the University.

FINANCIAL IMPLICATIONS

There are no significant financial implications with this proposal.

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

PCC LOG NO. 16054

College/School: A. James Clark School of Engineering
Please also add College/School Unit Code-First 8 digits:
Unit Codes can be found at: https://hypprod.umd.edu/Html_Reports/units.htm

Department/Program: Department of Electrical and Computer Engineering/Master's in Telecommunications program
Please also add Department/Program Unit Code-Last 7 digits:

Type of Action (choose one):

☐ Curriculum change (including informal specializations)
☐ *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
☐ Other

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

Summary of Proposed Action: The Master's in Telecommunications program is proposing a new Graduate Certificate Program in Networking Software Development

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

1. Department Committee Chair Dr. Zoltan Safar Zoltan Safar 03.16.17.
2. Department Chair Dr. Rama Chellappa for Rama
3. College/School PCC Chair Jenna Bucci Jenna E. Bucci 3/7/17
4. Dean Dr. Peter Konfinas Peter Kofinas 3/6/17
5. Dean of the Graduate School (if required) Jeffry Franke Jeffry Franke 4/17/2017
6. Chair, Senate PCC Andrew Harris 4/7/17
7. University Senate Chair (if required) _____
8. Senior Vice President and Provost _____

Proposal to Establish a Graduate Certificate in Networking Software Development

I. OVERVIEW

A. Overview and Rationale

Established in 1992, the Master of Science in Telecommunications (ENTS) program provides a unique cross-disciplinary industry-oriented graduate education in telecommunications. It is run jointly by the Department of Electrical and Computer Engineering in the A. James Clark School of Engineering and the Robert H. Smith School of Business. Combining rigorous technical education with invaluable business insight and entrepreneurial skills, the ENTS program offers students a unique perspective on the telecommunications industry and profession. The ENTS program caters to both full-time students and working professionals. Most ENTS courses are offered once a week and are scheduled in the afternoon or evening to suit working professionals, while some courses additionally offer daytime sections. All ENTS courses are "traditional" (residential) courses; the program does not offer off-campus locations or online options. ENTS students are responsible for a differential tuition rate and the program is considered a self-support unit within the University of Maryland. Currently, approximately 240 students are enrolled and approximately 110-120 MS degrees are awarded each year.

To be considered for admission, applicants to the ENTS program must have earned a bachelor's degree, typically in a technical field (engineering, computer science, etc.) and have an undergraduate GPA of 3.0. Applicants must also submit a personal statement and three letters of recommendation. To earn the MS in Telecommunications degree, students must successfully complete 30 credits of course work (10 three-credit courses) with a GPA of 3.0 or more and a scholarly paper. A typical ENTS student takes 6-8 core courses (up to 2 of the 8 core courses may be waived if justified) and 2-4 elective courses.

The ENTS program is taught by full-time and part-time instructors employed by the Electrical and Computer Engineering Department and the Robert H. Smith School of Business. They all hold PhDs in their respective fields (engineering/computer science or business), and they all have worked in the industry for several years and have considerable industrial experience.

As our communications technology and infrastructure evolves, recent development trends point toward heavy softwarization and virtualization. The telecommunications industry has been moving towards Software Defined Networking (SDN) and Network Function Virtualization (NFV) as next-generation telecommunication technologies. Thus, there is an emerging need for telecommunications professionals who are not only well versed in computer networking, but also skilled in software development. This skill set the boundary of computer networking and software development has been largely overlooked by most graduate degree and certificate programs. This certificate proposal aims to address this need.

We propose the creation of a Graduate Certificate Program in Networking Software Development embedded in the ENTS program. The Certificate Program will be offered to current ENTS students, and its aim is to provide official recognition for acquiring focused knowledge in a particular subfield of telecommunications. Over the past years, many of our students opted to take additional electives (i.e. electives in addition to meeting the minimum degree requirements) to improve their skill sets and their marketability to employers after graduation. This trend is beneficial to both students and the program as it results in better prepared and more marketable graduates with stronger, focused technical background, thus improving the quality of our graduates. This enhances their transcripts, resumes, and chances of finding employment or promotion in their current employment, further improving the reputation of the ENTS program and its alumni base. We would like to encourage, organize and recognize such efforts by offering the Graduate Certificate in Networking Software Development, a well-defined, focused areas within telecommunications. The certificate will be comprised of existing ENTS elective courses, which include special topics and advanced topics courses in computer networking, computer programming, algorithms and data structures and software development. Within the telecommunications industry, certificates are widely accepted proof of expertise in a given technical subfield such as routing, computer security, etc. A Graduate Certificate is an appropriate recognition for the additional coursework, time and effort the student needs to invest to obtain the knowledge/expertise. The Graduate Certificate in Networking Software Development will be one of several proposed certificates designed to strengthen the ENTS program.

The aim of the Graduate Certificate in Networking Software Development is to encourage the students to acquire specialized knowledge and skills in the technical areas of networking and software development. We have positioned this Certificate to expose the students to both computer networking and software development, which will allow them to go through a well-balanced course work in excess of the Master's degree requirements. While completing the certificate program, students will also acquire/develop additional practical problem-solving, programming and analytical skills. Typical industry positons our students take after graduation that would benefit from this Certificate include: software engineer or software quality engineer (for a networking device vendor such as Cisco or a cloud service provider such as Amazon), system engineer, or cloud engineer.

The Master's in Telecommunications program is unique to the University System of Maryland, and thus adding certificate programs for current ENTS students would not replicate or detract from any existing programs. Since the ENTS program specializes in Telecommunications, we offer a wide range of special-topics and advanced-topics courses that no other units offer. The ENTS electives will serve as the basis for the proposed Graduate Certificate Program. This proposal differs from the ENTS Graduate Certificate in Computer Networking in that the latter focuses on computer networking technologies and protocols, preparing students to become network engineers, and being able to deploy, configure and troubleshoot vendor-supplied networking equipment. This proposal focuses on the skills and knowledge needed for the

development of the software components of future networking equipment and network-related information technology services, such as cloud services. Thus, having different focuses, these two certificates will prepare our students for different industrial career paths.

The University of Colorado Boulder offers the “Interdisciplinary Telecom Program” (ITP). UCB has marketed ITP as “a highly-integrated and comprehensive program combining technology, policy, and business with hands-on experience.” As a peer program to the ENTS, ITP offers a Master of Science in Telecom. MS students have the option to pursue “tracks” in network engineering, wireless engineering, network security and telecom policy. These tracks enable students to tailor the technical content of their degree to prepare themselves for careers in industry. Embedded with the tracks is the opportunity for students, who complete the requirements, to earn the corresponding 12-credit Graduate Certificate. Students may be awarded the certificate while completing the MS degree. ITP also offers the Graduate Certificates to non-degree seeking students. The Graduate Certificates include: Computer and Network Security; Network Architecture; Telecom Policy and Strategy; and Wireless Networks and Technologies.

The Graduate Certificate in Computer Networking allows ENTS students to have the option of enhancing their MS degree with specific technical knowledge and also enable them to remain competitive in the marketplace with graduates from similar degree programs at peer institutions.

Additional information:
http://www.colorado.edu/itp/
http://www.colorado.edu/itp/masters-degree
http://www.colorado.edu/itp/prospective-students/graduate-certificates

B. Student Audience

The Certificate in networking software development will only be available to current ENTS students. For a typical ENTS student, this will mean taking 1-2 extra electives in addition to the courses taken to satisfy the MS degree requirements.

Based on the results of a survey we have recently conducted among current ENTS students, there is a significant interest in obtaining Graduate Certificates. Out of 58 responses, 46.6% found a Graduate Certificate very valuable to their portfolios, and 36.2% found it somewhat valuable. Demonstrating their interest, 58.6% responded that they would most definitely obtain a Graduate Certificate if offered, and 32.8% responded that they would most likely obtain one. Finally, 72.4% of the responding students showed interest in obtaining a Graduate Certificate in networking software development.

We also reached out to 39 ENTS alumni to poll their opinions on the value a Graduate Certificate program. Out of 24 responses, 54.2% found it very valuable, and 37.5% found it somewhat valuable to their portfolios. We also asked if they would encourage current ENTS students to

obtain a Graduate Certificate if it was offered, and 45.8% responded “yes, most definitely”, and 41.7% responded “yes, most likely”. Out of the responding alumni, 87.5% responded that they found a Graduate Certificate in the area of networking software development valuable.

C. Eligibility

Enrollment in this program will be limited to ENTS students, so the admission requirements are the same as the ENTS program.

II. CURRICULUM

A. Title

The proposed title is: Graduate Certificate in Networking Software Development.

B. Structure and Course Requirements

The ENTS program has grouped its electives into course series according to specialization areas within telecommunications. The course series relevant to computer networking are Special Topics in Networking and Advanced Topics in Networking. The course series relevant to software development is the Special Topics in Computing. These course series will be included in the certificate program in order to maintain dynamic and up-to-date program offerings. New courses are offered almost every year to effectively respond to the dynamic changes in the telecommunications industry and to produce graduates who are well versed in the latest technology and telecommunications industry trends. At the end of this section, we will provide an example set of courses satisfying the certificate requirements based on our Spring 2016 and Fall 2016 offerings.

The Graduate Certificate in Networking Software Development is a 12-credit program, by coursework only. The courses taken to earn the Graduate Certificate may also be counted toward meeting the MS degree requirements, and the MS degree and the Graduate Certificate may be earned and awarded in the same semester. Each student must complete four 3-credit courses according to the following description.

1. At least two of the following courses or from the course series:

    - ENTS 689A Special Topics: Algorithms and Data Structures
    - ENTS 669X Series: Special Topics in Computing

2. At least two of the following courses or from the course series:

    - ENTS 689G Special Topics: Design and Analysis of Communication Networks
    - ENTS 649X Series: Special Topics in Networking
    - ENTS 749X Series: Advanced Topics in Networking

Course Descriptions:

ENTS689G: Special Topics: Design and Analysis of Communication Networks
Prerequisite: ENTS 640. This advanced-level graduate course is designed to build on the material covered in ENTS640 and to provide a practical and more in-depth view of the protocols and architectures used in real-world communication networks. The objective of this course is to give the students a reasonable combination of analytical and practical knowledge that is expected from graduate-level network engineers. Due to its practical nature, this course is highly project-oriented and multiple network design problems are visited both in the class and also as homework assignments. OPNET simulation and modeling software is used as the main tool for homeworks and projects. This course covers a combination of theoretical and practical concepts and a tentative list of covered subjects is as follows: Delay calculation in communication networks; QoS techniques in IP networks; Wired/Wireless medium access protocols and LAN technologies; Routers, Switches and other networking devices; Network planning and design; TCP protocol and traffic analysis. The course material and its projects are designed to highlight the main properties of some well-known protocols used in today's networks. Students will learn the role of fundamental theories in the initial stage of a design cycle and subsequent use of modeling and simulation tools for performance evaluation and tuning of their designs.

ENTS 689A: Special Topics: Algorithms and Data Structures (3)

This course provides both a broad coverage of basic algorithms and data structures and an in-depth discussion on selected important topics. We will learn exact algorithms, heuristics, and counter-example development skills in solving problems in sorting, graph, string, and job scheduling problems. Moderate to heavy programming (in C under UNIX) is expected. Through this study and practice, students will develop and improve their programming and problem solving techniques.

ENTS669X Series: Special Topics in Computing

ENTS 669A Special Topics in Computing: Embedded Systems
Prerequisites: Equivalent to undergraduate course on Computer Architecture, equivalent to undergraduate course on Digital Logic Design, equivalent to undergraduate course on programming (preferably C). The first decade of the 21st century was marked by the emergence of smart devices that are used in everyday life. Smart phones, smart cars, smart TVs, smart thermostats, smart vacuum cleaners, just to name a few. These developments are powered in large part by the embedded systems. This course will provide students with the essential knowledge base that will enable them to tackle complex problems encountered in embedded systems design. In addition to the overview of associated hardware components and software methodologies and tools used in the development of modern embedded systems, and theory behind them, the course will include a carefully selected collection of hands-on lab exercises that would help students get a sense of how the presented theoretical concepts connect with the real-world embedded systems applications.

ENTS649X Series: Special Topics in Networking

ENTS649A Special Topics in Networking: Optical Communication Networks
Optical communication has become a classic networking technology. This course will present the state-of-the art in optical communication networks and their applications. It will provide coverage of basic optical technology and networking topics, presented in a format that is easy to understand for practical engineers and networking specialists. The course will start with a broad coverage of different physical aspects of light propagation, basic components and modulation/demodulation methods, and fundamentals of the physical-layer design. It will then proceed with optical networking, starting with a description of technologies for which optical networking is used. The course will also provide an overview of next-generation SONET technologies along with optical transport network, the generic framing procedure, and Ethernet solutions. The IEEE new resilient packet ring (RPR) protocol will be discussed. Besides the theoretical coverage, the students will be engaged in developing their understanding of optical communication networking through hands on projects.

ENTS649B Special Topics in Networking: Cloud Computing
The course will present the state of the art in cloud computing technologies and applications. The course will explore potential research directions, as well as the technologies that will facilitate the creation of a global marketplace for cloud computing services that support scientific, industrial, business, and consumer applications. Topics will include**:** telecommunications needs; architectural models for cloud computing; cloud computing platforms and services; security, privacy, and trust management; resource allocation and quality of service; cloud economics and business models; pricing and risk management; interoperability and internetworking; legal issues; and novel applications. Course projects will expose students to different tools and technologies used to build and utilize clouds and the related security, privacy and trust management issues.

ENTS749X Series: Advanced Topics in Networking

ENTS749A Advanced Topics in Networking: Network Traffic and Application Performance Analysis
Prerequisite: ENTS 640. This graduate-level course covers the fundamentals of network traffic measurement and how the information in traffic traces can be used for different purposes. We will target an important use-case of traffic analysis which is application performance management. Due to the growing trend in online services, application performance management has become an important requirement for all organizations. Furthermore, maintaining the necessary infrastructure to guarantee acceptable user experience is critical to their success. This course will take a top-down approach by reviewing the basics of application and transport layer protocols as well as the effects of various network components on the performance of an application. Through lecture and lab sessions, students will learn different traffic measurement tools and how the traffic traces can be used to evaluate the performance of an application under different conditions. The course also briefly discusses another use-case of traffic measurement i.e., network security, through hands-on experiments with available software packages. Cryptography and security fundamentals are not covered and they are presented in detail by other specialized courses.

ENTS749B Advanced Topics in Networking: Software Defined Networking
Prerequisite: ENTS 640 and ENTS 641. This advanced-level graduate course covers software-defined networking (SDN), its key principles, building blocks, and design as well as its recent applications and uses cases in industry. SDN is a new paradigm in telecommunications that re-thinks conventional network design/operations/abstractions and makes networks openly programmable, controllable, and affordable. SDN is widely accepted by industry as a game changer, with use in domains ranging from home networks to large-scale wide-area backbone networks. The objective of this course is to provide students with practical knowledge and in-depth understanding of SDN along with the ability to design and program the control plane of networks. Programming assignments and a project in this course provide students with opportunities to work hands-on with Python programming language and with popular open-source SDN tools. Students will gain familiarity with networking needs, opportunities, and challenges in environments such as data centers.

ENTS749C Advanced Topics in Networking: Vehicular Networks
Prerequisite: ENTS 640 and ENTS 622. Modern vehicles on roads and in air use telecommunication networking for enhancing their features, operations, controls, and performance. These "connected vehicles" have in-vehicle networks of embedded systems and can communicate with passenger carried devices, neighboring vehicles, and the Internet for new features and applications. This advanced topics course studies communication network principles, designs, protocols, and standards of connected vehicles and offers practical insight into this rapidly growing networking industry. Students get hands-on experience with building Python-based applications using automobile and aircraft networked embedded systems data. Students will also learn to simulate realistic vehicular networks (e.g., in ns-3 and Matlab).

ENTS749D Advanced Topics in Networking: Networking Design and Configuration Lab
Prerequisite: ENTS 640 and ENTS 641. This networking lab course will provide hands-on experience with the configuration and management of routers and switches in a real-world networking environment using Juniper Networks devices. Students will learn how to interact with networking devices through the Junos OS and how to navigate the command line interface (CLI). Topics will include router HW and SW architecture, interfaces, routing policies, static route configuration, configuring RIP and OSPF, VLANS and their configuration, firewall filters and security policies, class of service (CoS) management, network operation monitoring, and troubleshooting. During the lab sessions, students will write and test configurations for routers and switches given a set of network specifications, policies and conditions.

An example course sequence:

1. ENTS 669A Special Topics in Computing: Embedded Systems (3 credits)
2. ENTS 689A Special Topics: Algorithms and Data Structures (3 credits)
3. ENTS649B Special Topics in Networking: Cloud Computing (3 credits)
4. ENTS 749B Advanced Topics in Networking: Software-Defined Networking (3 credits)

III. STUDENT LEARNING OUTCOMES AND ASSESSMENT MEASURES

Since this graduate certificate program will be embedded in the standard ENTS curriculum, the learning outcomes will also be similar to those of the ENTS program. The items relevant to the Graduate Certificate Program are as follows:

1. Academic outcome goals:
   - Students acquire specialized knowledge and skills in the technical area of networking software development.
   - Students acquire/develop practical problem-solving, programming and analytical skills necessary to succeed in industry.
2. Academic outcome assessment measures:
   - Percentage of students mastering the foundations of computer networking and the most important communication and routing protocols used today such as HTTP, DNS, TCP, UDP, IPv4 and IPv6, ARP, Ethernet, RIP, OSPF, and BGP.
   - Percentage of students becoming familiar with programming languages used in the development of state-of-the-art software systems such as C, Java or Python.
   - Percentage of students acquiring hands-on lab experience using state-of-the art networking equipment, network design, trouble-shooting and performance evaluation tools.
   - Percentage of students acquiring improved computer programming skills, working knowledge of state-of-the-art algorithms and data structures and hands-on experience with commonly used debugging and profiling tools.
3. Non-academic outcome goals:
   - Diversity: The ENTS program promotes diversity and strives to admit and educate a diverse student population.
   - Degree completion and student retention: The ENTS program will make every effort to help its students from admission to degree completion and minimize the number of students who leave the program without a degree.
   - Quality of learning experience: The ENTS program will actively improve the student experience and increase its perceived value.
4. Non-academic outcome assessment measures:
   - Diversity: Percentage of female students; percentage of female faculty /instructors; percentage of minority faculty /instructors
   - Degree completion and student retention: Percentage of students who obtain the graduate certificate within two years after entering the program
   - Quality of learning experience: Graduate student to faculty ratio in the classroom; number of students receiving education in state-of-the art facilities/labs or using state-of-the-art tools; number of offered elective courses in computer networking and programming/software development.

IV. PROGRAM ADMINISTRATION

Administrative oversight and program management will be provided by ENTS staff. This includes student services, academic advising, marketing and outreach, program evaluation and assessment, and degree requirement verification.

A. Program Faculty

The courses for this certificate program are all ENTS courses, so they will be taught by ENTS instructors.

B. Program Offerings

The program will be wholly residential. There will be no off-campus locations nor distance/online education components.

IV. FINANCE (Budget Resources)

The ENTS program is a self-support unit and the Graduate Certificate in Networking Software Development program will be administered through its resources.

V. ADDITIONAL RESOURCES

A. Library

No additional resources are needed.

B. Facilities

No new facilities are required.

C. Outside Academic Units

This program will not rely upon courses provided through other academic units.

D. Personnel

No new personnel are required. The new program will involve a small increase in administrative work for some staff. Existing staff members have experience in handling ENTS student records.

ROBERT H. SMITH
SCHOOL OF BUSINESS

February 13, 2017

VPAC - PCC Committees
University of Maryland
College Park, MD 20742

To whom it may concern:

The R. H. Smith School of Business hereby expresses its support for the new initiatives of the MS in Telecommunications Program to establish graduate certificate programs in (a) Networking Software Development, (b) Wireless Communications and (c) Computing. It is understood that the Electrical and Computer Engineering Department will be responsible for managing all aspects of the above certificate programs as they are based on technical/engineering discipline rather than business discipline.

Sincerely,

Michael Faulkender
Associate Dean, Masters Programs
R. H. Smith School of Business
University of Maryland

DATE: November 3, 2016

TO: Leah Grosse

Program Coordinator, Masters in Telecommunication Program

FROM: On behalf of the University of Maryland Libraries:

Elizabeth Soergel, Engineering Librarian

Maggie Saponaro, Head of Collection Development

Daniel Mack, Associate Dean, Collection Strategies & Services

RE: Library Collection Assessment

We are providing this assessment in response to a proposal by the Department of Electrical and Computer Engineering's Masters in Telecommunications program in the A. James Clark School of Engineering to create a Graduate Certificate in Networking Software Development. The Masters in Telecommunications program asked that we at the University of Maryland Libraries assess our collection resources to determine how well the Libraries support the curriculum of this proposed program.

Serial Publications and Research Databases

The University of Maryland Libraries currently subscribe to a large number of scholarly journals—almost all in online format--that focus on telecommunications and software development. Most articles in journals that we do not own electronically are available through either the Libraries' Scan and Deliver program or via Interlibrary Loan. The Libraries' "Database Finder" offers online access to databases that provide indexing and access to popular and scholarly journal articles, and other information sources. Many of these databases cover subject areas that would be relevant to this proposed graduate certificate. These databases can be accessed remotely by authenticating using UMD login credentials.

Most of the relevant research is available through the following databases to which the Libraries subscribe:

- IEEExplore
- ACM Digital Library
- Web of Science

In addition, the general, multidisciplinary database Academic Search Complete provides information for nearly every area of academic study, including software development. Includes an enormous collection of the most valuable peer-reviewed full text journals, as well as additional journals, magazines, newspapers and books.

As noted previously, in those instances in which either the Libraries do not subscribe to the journal or the journal articles are available only in print format, the Libraries can supply copies through the Libraries' Scan and Deliver program or via Interlibrary Loan.

Monographs

The Libraries regularly acquire scholarly monographs in software development and allied subject disciplines. The ongoing acquisition of scholarly books is expected to be adequately covered through existing acquisition practices and budgeting. As the University of Maryland already has a robust tradition of acquiring materials related to software development, current collection development practices in the Libraries should adequately support the new graduate certificate. Monographs not already part of the collection can usually be added upon request.

Monographs are typically purchased in electronic format, but the Libraries have a large collection of print materials related to software development. Students will be able to take advantage of the print book collection by checking out these items or requesting specific chapters be sent to them through the Libraries' Scan and Deliver program. Faculty can also request, within fair use copyright guidelines, that sections of print books be made available digitally through course reserves.

Scan and Deliver and Interlibrary Loan

The Scan and Deliver program (http://www.lib.umd.edu/access/scan-deliver) mentioned above allows students to request chapters of books or journal articles that the University Libraries own in print. Digital copies of these resources are sent directly to the student. For materials not owned by the University Libraries, students can requests either digital or physical delivery of bibliographic materials that otherwise would not be available to the UMD community via Interlibrary Loan (http://www.lib.umd.edu/access/ill-classic). As a member of the Big Ten Academic Alliance, UMD students have access to physical materials from other institutions in the Big Ten. These items can be requested through the UBorrow service (http://www.lib.umd.edu/access/uborrow) and users typically receive the items within one week. Scan and Deliver and Interlibrary Loan are available free of charge.

Conclusion

The University of Maryland Libraries' serials holdings and research databases have an established record for providing bibliographic support for researchers and professionals in subject disciplines that are relevant to software development and computer engineering. These materials are supplemented by relevant monograph collections. In addition, the Libraries' Scan and Deliver and Interlibrary Loan services make materials that otherwise would not be available online or through the UM Libraries. The Libraries also offer students a wide range of services to ensure their success. Additionally, the libraries are already supporting the Master of Science in Telecommunications, so no additional library resources should be necessary for the proposed graduate certificate, which compliments the Masters program. As a result, our assessment is that the University of Maryland Libraries are able to meet the curricular and research needs of the proposed Graduate Certificate in Networking Software Development.

PCC Proposal to Establish a Post-Baccalaureate Certificate in Wireless Communications (PCC ID #16055)

PRESENTED BY	**Dylan Roby, Chair**
REVIEW DATES	**SEC – August 29, 2017	SENATE – September 6, 2017**
VOTING METHOD	**In a single vote**
RELEVANT POLICY/DOCUMENT	**N/A**
NECESSARY APPROVALS	**Senate, President, Chancellor, Maryland Higher Education Commission (MHEC)**

ISSUE

The A. James Clark School of Engineering and Department of Electrical and Computer Engineering propose to establish a 12-credit Post-Baccalaureate Certificate in Wireless Communications. This certificate program will be for students who are enrolled in the Master of Science in Telecommunications program. As cellular wireless communication networks and wireless local area networks continue to evolve, there is an increasing need for engineers who can deploy, configure, maintain, and trouble-shoot wireless networks.

Each student must complete four courses from the following list (at least two must be at the 700-level):

- ENTS657 Satellite Communication Systems
- ENTS689F Special Topics: Fundamentals of Wireless LANs
- ENTS689L Special Topics: Cellular Network Infrastructure-Cell Site Design and Components
- ENTS689W Special Topics: Short-range Wireless Systems
- ENTS659X Special Topics in Communications series
- ENTS749X Advanced Topics in Communications series

This proposal was approved by the Graduate School Programs, Curricula, and Courses committee on March 17, 2017, and was approved by the Senate Programs, Curricula, and Courses committee on May 5, 2017.

RECOMMENDATION(S)

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

COMMITTEE WORK

The committee first considered this proposal at its meeting on April 7, 2017. The committee recommended changes to the proposal. The revised proposal was presented to the committee on

May 5, 2017. Zoltan Safar, director of the Master of Science in Telecommunications program, presented the proposal. The revised proposal was unanimously approved by the committee.

ALTERNATIVES

The Senate could decline to approve this new certificate program. If the Senate declines to approve this certificate program, students in the Master of Science in Telecommunications program will lose an opportunity to have their focus in wireless communications formally recognized.

RISKS

There are no risks to the University.

FINANCIAL IMPLICATIONS

There are no significant financial implications with this proposal.

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

PCC LOG NO. 16055

College/School: A. James Clark School of Engineering
Please also add College/School Unit Code-First 8 digits:
Unit Codes can be found at: https://hypprod.umd.edu/Html_Reports/units.htm

Department/Program: Department of Electrical and Computer Engineering/Master's in Telecommunications program
Please also add Department/Program Unit Code-Last 7 digits:

Type of Action (choose one):

☐ Curriculum change (including informal specializations)
☐ *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
☐ Other

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

Summary of Proposed Action: The Master's in Telecommunications program is proposing a new Graduate Certificate Program in Wireless Communications.

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

1. Department Committee Chair Dr. Zoltan Safar Zoltan Safar 02.16.17.
2. Department Chair Dr. Rama Chellappa for Rama
3. College/School PCC Chair Jenna Bucci Jenna E. Bucci 3/7/17
4. Dean /Dr. Peter Kofinas Peter Kofinas 3/6/17
5. Dean of the Graduate School (if required) Jeffrey Fraule 4/17/2017
6. Chair, Senate PCC Andrew Harris 4/7/17
7. University Senate Chair (if required) _____
8. Senior Vice President and Provost _____

Proposal to Establish a Graduate Certificate in Wireless Communications

I. OVERVIEW

A. Overview and Rationale

Established in 1992, the Master of Science in Telecommunications (ENTS) program provides a unique cross-disciplinary industry-oriented graduate education in telecommunications. It is run jointly by the Department of Electrical and Computer Engineering in the A. James Clark School of Engineering and the Robert H. Smith School of Business. Combining rigorous technical education with invaluable business insight and entrepreneurial skills, the ENTS program offers students a unique perspective on the telecommunications industry and profession. The ENTS program caters to both full-time students and working professionals. Most ENTS courses are offered once a week and are scheduled in the afternoon or evening to suit working professionals, while some courses additionally offer daytime sections. All ENTS courses are "traditional" (residential) courses; the program does not offer off-campus locations or online options. ENTS students are responsible for a differential tuition rate and the program is considered a self-support unit within the University of Maryland. Currently, approximately 240 students are enrolled and approximately 110-120 MS degrees are awarded each year.

To be considered for admission, applicants to the ENTS program must have earned a bachelor's degree, typically in a technical field (engineering, computer science, etc.) and have an undergraduate GPA of 3.0. Applicants must also submit a personal statement and three letters of recommendation. To earn the MS in Telecommunications degree, students must successfully complete 30 credits of course work (10 three-credit courses) with a GPA of 3.0 or more and a scholarly paper. A typical ENTS student takes 6-8 core courses (up to 2 of the 8 core courses may be waived if justified) and 2-4 elective courses.

The ENTS program is taught by full-time and part-time instructors employed by the Electrical and Computer Engineering Department and the Robert H. Smith School of Business. They all hold PhDs in their respective fields (engineering/computer science or business), and they all have worked in the industry for several years and have considerable industrial experience.

Smart phones and other portable wireless devices have become ubiquitous, and their designs frequently experience technological advancements. As cellular wireless communication networks evolve from 4G to 5G and wireless local area networks evolve form IEEE 802.11n to 802.11ac and ad, the wireless industry needs engineers who can deploy, configure, maintain, and trouble-shoot these new wireless networks. The increased demand for higher data rates and better quality of service, especially indoors, will create demand for wireless engineers well versed in RF engineering, propagation modeling and system design, multi-antenna transmission technologies and distributed antenna systems (DASs).

We propose the creation of a Graduate Certificate Program in Wireless Communications embedded in the ENTS program. The Certificate Program will be offered to current ENTS students, and its aim is to provide official recognition for acquiring focused knowledge in a particular subfield of telecommunications. Over the past years, many of our students opted to take additional electives (i.e. electives in addition to meeting the minimum degree requirements) to improve their skill sets and their marketability to employers after graduation. This trend is beneficial to both students and the program as it results in better prepared and more marketable graduates with stronger, focused technical background, thus improving the quality of our graduates. This enhances their transcripts, resumes, and chances of finding employment or promotion in their current employment, further improving the reputation of the ENTS program and its alumni base. We would like to encourage, organize and recognize such efforts by offering the Graduate Certificate in Wireless Communications, a well-defined, focused area within telecommunications. The certificate will be comprised of existing ENTS elective courses, which include special topics and advanced topics courses in wireless communications. Within the telecommunications industry, certificates are widely accepted proof of expertise in a given technical subfield such as routing, computer security, etc. A Graduate Certificate is an appropriate recognition for the additional coursework, time and effort the student needs to invest to obtain the knowledge/expertise. The Graduate Certificate in Wireless Communications will be one of the several proposed certificates designed to strengthen the ENTS program.

The aim of the Graduate Certificate in Wireless Communications is to encourage the students to acquire specialized knowledge and skills in the technical area of wireless communications. We have positioned this Certificate to allow the students to further deepen their understanding of wireless communication technologies, and become specialists in this sub-field of telecommunications. While going through the certificate program, students will also acquire/develop additional practical problem-solving and analytical skills and become proficient in using one or more industry-standard RF and wireless network design and testing tools. Typical industry positons our students take after graduation that would benefit from this Certificate include: RF engineer, wireless test engineer, RF analyst, and specialist RAN engineer. (RF stands for radio frequency, and RAN stands for Radio Access Network.)

The Master's in Telecommunications program is unique to the University System of Maryland, and thus adding certificate programs for current ENTS students would not replicate or detract from any existing programs. Since the ENTS program specializes in Telecommunications, we offer a wide range of special-topics and advanced-topics courses in Wireless Communications that no other units offer. The ENTS electives will serve as the basis for the proposed Graduate Certificate Program.

The University of Colorado Boulder offers the "Interdisciplinary Telecom Program" (ITP). UCB has marketed ITP as "a highly-integrated and comprehensive program combining technology, policy, and business with hands-on experience." As a peer program to the ENTS, ITP offers a Master of Science in Telecom. MS students have the option to pursue "tracks" in network

engineering, wireless engineering, network security and telecom policy. These tracks enable students to tailor the technical content of their degree to prepare themselves for careers in industry. Embedded with the tracks is the opportunity for students, who complete the requirements, to earn the corresponding 12-credit Graduate Certificate. Students may be awarded the certificate while completing the MS degree. ITP also offers the Graduate Certificates to non-degree seeking students. The Graduate Certificates include: Computer and Network Security; Network Architecture; Telecom Policy and Strategy; and Wireless Networks and Technologies.

The Graduate Certificate in Wireless Communications allows ENTS students to have the option of enhancing their MS degree with specific technical knowledge and also enable them to remain competitive in the marketplace with graduates from similar degree programs at peer institutions.

Additional information:
http://www.colorado.edu/itp/
http://www.colorado.edu/itp/masters-degree
http://www.colorado.edu/itp/prospective-students/graduate-certificates

B. Student Audience

The Certificate in Wireless Communications will only be available to current ENTS students. For a typical ENTS student, this will mean taking 1-2 extra electives in addition to the courses taken to satisfy the MS degree requirements.

Based on the results of a survey we have recently conducted among current ENTS students, there is a significant interest in obtaining Graduate Certificates. Out of 58 responses, 46.6% found a Graduate Certificate very valuable to their portfolios, and 36.2% found it somewhat valuable. Demonstrating their interest, 58.6% responded that they would most definitely obtain a Graduate Certificate if offered, and 32.8% responded that they would most likely obtain one. Finally, 37.9% of the responding students showed interest in obtaining a Graduate Certificate in wireless communications.

We also reached out to 39 ENTS alumni to poll their opinions on the value a Graduate Certificate program. Out of 24 responses, 54.2% found it very valuable, and 37.5% found it somewhat valuable to their portfolios. We also asked if they would encourage current ENTS students to obtain a Graduate Certificate if it was offered, and 45.8% responded “yes, most definitely”, and 41.7% responded “yes, most likely”. Out of the responding alumni, 62.5% responded that they found a Graduate Certificate in the area of wireless communications valuable.

C. Eligibility

Enrollment in this program will be limited to ENTS students, so the admission requirements are the same as the ENTS program’s.

II. CURRICULUM

A. Title

The proposed title is: Graduate Certificate in Wireless Communications.

B. Structure and Course Requirements

The ENTS program has grouped its electives into course series according to specialization areas within telecommunications. The course series relevant to wireless communications are Special Topics in Communications and Advanced Topics in Communications. These courses series will be included in the certificate program in order to maintain dynamic and up-to-date program offerings. New courses are offered almost every year to effectively respond to the dynamic changes in the telecommunications industry and to produce graduates who are well versed in the latest technology and telecommunications industry trends. At the end of this section, we will provide an example set of courses satisfying the certificate requirements based on our Spring 2015 and Fall 2015 offerings.

The Graduate Certificate in Wireless Communications is a 12-credit program, by coursework only. The courses taken to earn the Graduate Certificate may also be counted toward meeting the MS degree requirements, and the MS degree and the Graduate Certificate may be earned and awarded in the same semester. Each student must complete four 3-credit courses from the following course list; at least two must be at the 700-level.

- ENTS 657: Satellite Communication Systems (Only if it is taken as an elective, and not as a core course.)
- ENTS 689F Special Topics: Fundamentals of Wireless LANs
- ENTS 689L Special Topics: Cellular Network Infrastructure- Cell Site Design and Components
- ENTS 689W Special Topics: Short-range Wireless Systems
- 659X Series: Special Topics in Communications
- 759X Series: Advanced Topics in Communications

Course Descriptions:

ENTS 657: Satellite Communication Systems
An examination of satellite telecommunication systems with an emphasis on the mobile satellite systems (MSS). Topics will include a historical perspective, orbital mechanics and constellations, choice of orbital parameters, propagations considerations, link budgets, interference issues and other obstacles, and existing and proposed mobile satellite systems. It will also look at some of the business aspects such as the cost of deploying and maintaining these systems.

ENTS 689F Special Topics: Fundamentals of Wireless LANs

Wireless LAN protocols (802.11 family) are at the foundation of this course. This course covers engineering concepts and business-practices related to Wireless LAN technologies. The first half of the course will go into engineering details of Wireless LAN protocols (802.11 b,g,a and n). Starting with the basics of radio technologies used for Wireless LANs to deployment related issues like site-survey and RF-efficient installation of antennas will be covered. MAC layer frames and communication will be taught in great details. Key features of 802.11n - MIMO, Radio Chains, Spatial Multiplexing and Transmit Beam Forming will be studied. In the second half of the course, Wireless LAN Security will be covered with an examination of current practices and standards in use (WEP/WPA, RADIUS, AES, 802.11i, 802.1x). New addition to the course is 802.11 "ac" and "ad" protocols which are the latest initiatives in WLAN industry. 802.11 protocols will be compared with DAS (Distributed Antenna Systems), Femto Cells and 802.22 (Super Wi-Fi). Throughout the semester, students will be required to practice class-room learning through hands-on projects. Industry-accepted software and hardware based tools for WLAN Site Survey, Design and Deployment, Network Optimization, Spectrum Analysis and Packet Sniffing will be provided to the students to work on group projects. Class presentations on each project by each group will ensure familiarity and learning of all the tools for every student.

ENTS 689L Special Topics: Cellular Network Infrastructure- Cell Site Design and Components

This course will familiarize the students with different elements of the cellular eco-system. After going through the fundamentals of cellular communication, this course will provide in-depth understanding of various in-line RF equipments, starting from Base Station (BTS) inside the shelter of a cell-site to the antennas mounted on the tower and all other components in-between, including and not limited to, power amplifiers, tower mounted amplifiers (TMAs), filters, combiners, multiplexers, diplexers, bias tees, cable connectors and lightening protectors. Applications, limitations, and troubleshooting of various RF inline components will be studied through hands-on exercises. Students will get the opportunity to learn antenna and cable sweeping measurements through Anritsu test-gear. Towards the end of the class, a field-trip to a live cell-site will be scheduled where we will be able to see all the RF components in action and relate the RF theories to the practical applications.

ENTS 689W Special Topics: Short-range Wireless Systems

Prerequisite: ENTS 622. This course will cover the physical layer characteristics and performance of wireless LAN technologies including ZigBee (IEEE 802.15.4), prominent 802.11 standards, and Bluetooth. The course focuses on the modeling and implementation of physical layer aspects of these technologies, such as channel characteristics, modulation techniques and packet and frame synchronization, carrier recovery and symbol synchronization, ranges and data rates.

ENTS659X Series: Special Topics in Communications

ENTS 659A Special Topics in Communications: Wireless Communications System Design and Simulation

This course is oriented towards practical detailed waveform simulation of transmitter/receivers which has been adopted by the industry as a first step in implementation of communications systems on software defined radios. During this course we use a communication standard (11 Mb/s and 54 Mb/s 802.11 for example) to cover practical implementation of communication concepts and modules. The goal of this course is to develop and test individual transceiver modules throughout the course and integrate them to build an end to end transceiver. The performance of the end to end system will be tested using channel models (AWGN, Frequency Selective and Frequency Non-Selecting Channels) developed during the course with a special attention on the concept of noise power, oversampling, and Doppler spread. The course will cover modulator/demodulator, frequency and time synchronization, channel equalization, and channel coding and decoding modules in great detail.

ENTS 659B Special Topics in Communications: Microwave Radio Communications Systems

This course will study the design, deployment and coordination of point-to-point microwave communications systems. Emphasis will be placed on the use of microwave systems as backhaul for modern cellular networks to support increasing data demands. Topics will include modulation, equipment, design strategies, fade margins, interference, and coordination and implementation issues. Students will use industry-leading professional design software to perform RF-path analysis and design backhaul capacity networks. Through real-world case-studies, students will be exposed to professional coordination methods. Grades will be determined based on performance on exams and projects.

ENTS 659M Special Topics in Communications: Intelligent Wireless Technologies

Communications principles for adaptive intelligent systems. This course will cover the communications components of Machine-to-Machine (M2M) technologies, Intelligent Transportation Systems (ITS), and Smart Grid Systems. Within M2M, students will learn about the Internet of Things (IoT) architectures, standards, services, peer discovery, spectrum resource allocation, interference coordination and management, internet geolocation, and location-based services. The course will then focus on ITS, automotive control area networks (CAN), road-based vehicular ad-hoc network (VANET), and inter-vehicle communication systems. The final segment of the course will turn to Smart Grid, narrowband power line communication in smart grid applications, event-drive and hybrid communication between meters, data traffic scheduling, and capacity of a wireless backhaul for the distribution level, and data aggregating. The course will emphasize lower layer communications, and students will participate in a simulation project.

ENTS759X Series: Advanced Topics in Communications

ENTS 759A Advanced Topics in Communications: 3G/4G Wireless Networks and Systems
Prerequisite: ENTS 622 and permission from instructor. This course presents some of the key concepts and technologies used in the design of third generation (3G/3G+/4G) wireless networks and standards. The course is divided into three main areas of study. First, the course begins with an overview of 3G4G standardization process, key concepts and technologies including CDMA and OFDM principles, link adaptation and advanced antenna system followed by detailed discussion of their implementation into 3G/3G+ standards such as cdma2000/EV_DO and WCDMA/HSPA. The third part of this course focuses on 4G specific technology elements and design principles followed by a detailed discussion on LTE air interface, channelization, protocol layers and signaling as well as network architecture. Thoughout the course the emphasis on the rationalization of wireless technology evolution and similarities and difference in design requirements and solutions.

ENTS 759B Advanced Topics in Communications: Wireless OFDM Systems
Prerequisite: ENTS 622 and ENTS 653 or 656. The main objective of the course is to introduce the most important concepts and technologies used in the design of current wireless OFDM systems, focusing on the physical layer. First, the basic principles of OFDM systems are presented: OFDM modulation/demodulation, role of the cyclic prefix, pilot symbols and preambles, transmit/receive filtering, RF impairments and their impact on performance, channel estimation, timing and synchronization. Then, the 3PP Long Term Evolution (LTE) standard is described in details as an example of a state-of-the-art wireless OFDM system, emphasizing its physical-layer aspects. As a part of the course work, the students will explore the design and implementation issues of an OFDM-based transceiver in Matlab.

ENTS 759C Advanced Topics in Communications: Optimization, Drivetesting, and Analysis of Modern Cellular Networks
Prerequisite: ENTS 656 or ENTS 653 or permission of the instructor. Students must have a graduate level of understanding of cellular networks prior to taking this course. This course will focus on optimizing an operational 2G/3G network by collecting drivetest data and analyzing the results in detail. Students will learn to use drivetest equipment in a real-world environment and will study the behavior of both 2G and 3G networks in varying conditions. Students will also learn details of the GSM and UMTS physical and network layers as they relate to optimization.

ENTS 759D Advanced Topics in Communications: Distributed Antenna Systems (DAS) and Small Cells
Prerequisite: ENTS 656 or ENTS 653. Distributed Antenna Systems (DAS) and small cells help solve the growing problem of coverage, capacity and spectrum crunch in the cellular

industry. This course will focus on DAS (70-80%) and small cell architecture (20-30%). It plans to cover comprehensive engineering details of DAS, recent technical advances, widely used RF practices, and open issues of the DAS and in-building coverage. We will study the architecture, capacity, connectivity and scalability aspects of DAS and small cells. In-building propagation models, fading and interference aspects along with PDPs will be covered in greater detail. We will also study essential elements of DAS infrastructure (antennas, repeaters, amplifiers, outdoor vs. indoor components, and backhaul options, etc.) For small cells, we will cover key technical components of HetNets and small cell deployments both indoors and outdoors. Students will use industry-leading professional DAS design software (iBWave or similar) to design and analyze an in-building network for optimal coverage and capacity. A final project, based on real-world problem from the industry will be assigned to students. Handful of lab-based assignments will be given to become familiar with the software before assigning the final project. Grades will be determines based on the performance on exams (midterm and final), assignments and final project.

An example course sequence:

1. **ENTS 659M Special Topics in Communications: Intelligent Wireless Technologies** (3 credits)
2. **ENTS 759A Advanced Topics in Communications: 3G/4G Wireless Networks and Systems** (3 credits)
3. **ENTS 759C Advanced Topics in Communications: Optimization, Drive-testing, and Analysis of Modern Cellular Networks** (3 credits)
4. **ENTS 759D Advanced Topics in Communications: Distributed Antenna Systems (DAS) and Small Cells** (3 credits)

III. STUDENT LEARNING OUTCOMES AND ASSESSMENT MEASURES

Since this graduate certificate program will be embedded in the standard ENTS curriculum, the learning outcomes will also be similar to those of the ENTS program. The items relevant to the Graduate Certificate Program are as follows:

1. Academic outcome goals:
   - Students acquire specialized knowledge and skills in the technical area of wireless communications.
   - Students acquire/develop practical problem-solving, programming and analytical skills necessary to succeed in industry.
2. Academic outcome assessment measures:
   - Percentage of students mastering the foundations of wireless communication systems, protocols and standards: cellular concept, RF propagation indoors and/or outdoors, link budgets, coverage and capacity optimization, GSM, WCDMA, HSPA, CDMA2000, LTE, LTE-A, WLAN/Wifi standards such as IEEE 802.11a/b/g/n/ac/ad.
   - Percentage of students who work on course-related projects requiring programming

- Percentage of students acquiring hands-on lab or field experience using state-of--the art wireless measurement and test equipment, RF design tools (indoor and/or outdoor), wireless trouble-shooting and performance evaluation tools.

3. Non-academic outcome goals:
   - Diversity: The ENTS program promotes diversity and strives to admit and educate a diverse student population.
   - Degree completion and student retention: The ENTS program will make every effort to help its students from admission to degree completion and minimize the number of students who leave the program without a degree.
   - Quality of learning experience: The ENTS program will actively improve the student experience and increase its perceived value.
4. Non-academic outcome assessment measures:
   - Diversity: Percentage of female students; percentage of female faculty /instructors; percentage of minority faculty /instructors
   - Degree completion and student retention: Percentage of students who obtain the graduate certificate within two years after entering the program
   - Quality of learning experience: Graduate student to faculty ratio in the classroom; number of students receiving education in state-of-the art facilities/labs or using state-of-the-art tools; number of offered elective courses in wireless communications.

IV. PROGRAM ADMINISTRATION

Administrative oversight and program management will be provided by ENTS staff. This includes student services, academic advising, marketing and outreach, program evaluation and assessment, and degree requirement verification.

A. Program Faculty

The courses for this certificate program are all ENTS courses, so they will be taught by ENTS instructors.

B. Program Offerings

The program will be wholly residential. There will be no off-campus locations nor distance/online education components.

IV. FINANCE (Budget Resources)

The ENTS program is a self-support unit and the Graduate Certificate in Wireless Communications program will be administered through its resources.

V. ADDITIONAL RESOURCES

A. Library

No additional resources are needed. See library assessment (Appendix A.)

B. Facilities

No new facilities are required.

C. Outside Academic Units

This program will not rely upon courses provided through other academic units.

D. Personnel

No new personnel are required. The new program will involve a small increase in administrative work for some staff. Existing staff members have experience in handling ENTS student records.

ROBERT H. SMITH
SCHOOL OF BUSINESS

February 13, 2017

VPAC - PCC Committees
University of Maryland
College Park, MD 20742

To whom it may concern:

The R. H. Smith School of Business hereby expresses its support for the new initiatives of the MS in Telecommunications Program to establish graduate certificate programs in (a) Networking Software Development, (b) Wireless Communications and (c) Computing. It is understood that the Electrical and Computer Engineering Department will be responsible for managing all aspects of the above certificate programs as they are based on technical/engineering discipline rather than business discipline.

Sincerely,

Michael Faulkender
Associate Dean, Masters Programs
R. H. Smith School of Business
University of Maryland

DATE: February 7, 2017

TO: Leah Grosse

Program Coordinator, Masters in Telecommunication Program

FROM: On behalf of the University of Maryland Libraries:

Elizabeth Soergel, Engineering Librarian

Maggie Saponaro, Head of Collection Development

Daniel Mack, Associate Dean, Collection Strategies & Services

RE: Library Collection Assessment

We are providing this assessment in response to a proposal by the Department of Electrical and Computer Engineering's Masters in Telecommunications program in the A. James Clark School of Engineering to create a Graduate Certificate in Wireless Communications. The Masters in Telecommunications program asked that we at the University of Maryland Libraries assess our collection resources to determine how well the Libraries support the curriculum of this proposed program.

Serial Publications and Research Databases

The University of Maryland Libraries currently subscribe to a large number of scholarly journals—almost all in online format—that focus on telecommunications, including wireless communications. Most articles in journals that we do not own electronically are available through either the Libraries' Scan and Deliver program or via Interlibrary Loan. The Libraries' "Database Finder" offers online access to databases that provide indexing and access to popular and scholarly journal articles, and other information sources. Many of these databases cover subject areas that would be relevant to this proposed graduate certificate. These databases can be accessed remotely by authenticating using UMD login credentials.

Most of the relevant research is available through the following databases to which the Libraries subscribe:

- IEEExplore
- ACM Digital Library
- Web of Science

In addition, the general, multidisciplinary database Academic Search Complete provides information for nearly every area of academic study, including wireless communications.

Academic Search Complete includes an enormous collection of the most valuable peer-reviewed full text journals, as well as additional journals, magazines, newspapers and books.

As noted previously, in those instances in which either the Libraries do not subscribe to the journal or the journal articles are available only in print format, the Libraries can supply copies through the Libraries' Scan and Deliver program or via Interlibrary Loan.

Monographs

The Libraries regularly acquire scholarly monographs in wireless communications and allied subject disciplines. The UMD Libraries' acquisition policies and budgets are expected to ensure scholarly books about wireless communications continue to be added to the collection. As the University of Maryland already has a robust tradition of acquiring materials related to telecommunications, current collection development practices in the Libraries should adequately support the new graduate certificate in wireless communication. Monographs not already part of the collection can usually be added upon request.

Monographs are typically purchased in electronic format, but the Libraries have a large collection of print materials related to wireless communications. Students will be able to take advantage of the print book collection by checking out these items or requesting specific chapters be sent to them through the Libraries' Scan and Deliver program. Faculty can also request, within fair use copyright guidelines, that sections of print books be made available digitally through course reserves.

Scan and Deliver and Interlibrary Loan

The Scan and Deliver program (http://www.lib.umd.edu/access/scan-deliver) mentioned above allows students to request chapters of books or journal articles that the University Libraries own in print. Digital copies of these resources are sent directly to the student. For materials not owned by the University Libraries, students can requests either digital or physical delivery of bibliographic materials that otherwise would not be available to the UMD community via Interlibrary Loan (http://www.lib.umd.edu/access/ill-classic). As a member of the Big Ten Academic Alliance, UMD students have access to physical materials from other institutions in the Big Ten. These items can be requested through the UBorrow service (http://www.lib.umd.edu/access/uborrow) and users typically receive the items within one week. Scan and Deliver and Interlibrary Loan are available free of charge.

Conclusion

The University of Maryland Libraries' serials holdings and research databases have an established record for providing bibliographic support for researchers and professionals in subject disciplines that are relevant to telecommunications and wireless communications. These materials are supplemented by relevant monograph collections. In addition, the Libraries' Scan

and Deliver and Interlibrary Loan services make materials that otherwise would not be available online or through the UM Libraries. The Libraries also offer students a wide range of services to ensure their success. Additionally, the libraries are already supporting the Master of Science in Telecommunications, so no additional library resources should be necessary for the proposed graduate certificate, which compliments the Masters program. As a result, our assessment is that the University of Maryland Libraries are able to meet the curricular and research needs of the proposed Graduate Certificate in Wireless Communications.

Review of the Interim University of Maryland Policy on Student Social Media Privacy

PRESENTED BY	**Bryan Eichorn, Chair**
REVIEW DATES	**SEC – August 29, 2017 | SENATE – September 6, 2017**
VOTING METHOD	**In a single vote**
RELEVANT POLICY/DOCUMENT	**V-1.20[A] - University of Maryland Policy on Student Social Media Privacy**
NECESSARY APPROVALS	**Senate, President**

ISSUE

In October 2016, the University President approved an interim Policy on Student Social Media Privacy (V-1.20[A]), which establishes parameters for the use of student social media accounts in academic or career-based activities. In February 2017, the Senate Executive Committee (SEC) voted to charge the Senate Educational Affairs Committee with reviewing both the interim policy and a relevant Maryland state law; reviewing similar policies at peer and Big 10 institutions; consulting with various campus stakeholders; considering how grievances should be addressed; and recommending revisions to the policy, if appropriate.

RECOMMENDATIONS

- The Educational Affairs Committee recommends that the Senate approve the revised Policy on Student Social Media Privacy (V.1-20[A]), which immediately follows this report.
- The Educational Affairs Committee recommends that the Teaching and Learning Transformation Center (TLTC) develop resources for faculty and teaching assistants that address the responsible use of social media in courses and communicate the potential consequences associated with violations of this policy or state law. These resources should be regularly updated to reflect the advent of new social media platforms and changes in the terms of service of existing platforms. The TLTC should also incorporate responsible social media use in applicable seminars and trainings, including its Graduate Student Teaching Orientations.
- The Educational Affairs Committee recommends that the Senior Vice President and Provost inform deans, department or program chairs, and other relevant administrative staff of their responsibilities under the policy. Specifically, such notifications should ensure that unit-level administrators are aware of their role in hearing complaints, the resources related to the responsible use of social media in courses, the importance of creating structures to review the use of social media in academic or career-based activities in their units, and the potential consequences associated with violations of this policy or state law.
- Finally, the Educational Affairs Committee recommends that the Office of Undergraduate Studies add information on the policy to its Course Related Policies webpage.

COMMITTEE WORK

The Educational Affairs Committee reviewed a section of the Annotated Code of Maryland, reviewed policies at peer and Big 10 institutions, and spoke with stakeholders across campus. These include the Senate Student Affairs Committee, faculty who use or study social media in their courses, representatives of the Career Center and the Department of Intercollegiate Athletics, and the Associate Provosts for Faculty Affairs and Learning Initiatives.

The committee considered whether a more restrictive policy was necessary to resolve concerns related to the policy's privacy implications. It decided against significantly narrowing or eliminating the conditions under which social media can be used, both for practical reasons and because doing so would unreasonably impinge on the prerogatives of faculty members or unnecessarily limit important career-development opportunities. It did, however, recommend language indicating that University faculty and staff cannot obligate students to violate the terms of service of any social media platform. The committee also recommended several revisions to clarify ambiguous language and explicitly acknowledge relevant state law and University policy.

In its review, the committee explored various options for addressing violations of the policy. After discussing a range of possibilities, it decided to recommend that complaints should be directed to the appropriate unit-level administrator.

The proposed revisions and recommendations were reviewed by the Office of General Counsel. The Educational Affairs Committee voted to approve the revised Policy on Student Social Media Privacy (V-1.20[A]) and recommendations by an email vote concluding May 15, 2017.

ALTERNATIVES

The Senate could choose not to approve the revised Policy on Student Social Media Privacy and accompanying recommendations, leaving the interim policy in place.

RISKS

There are no associated risks.

FINANCIAL IMPLICATIONS

There are no financial implications.

Review of the Interim University of Maryland Policy on Student Social Media Privacy

2016-2017 Committee Members

Bryan Eichhorn (Chair)
Ben Bederson (Ex-Officio Provost's Rep)
Fasika Delessa (Ex-Officio SGA Rep)
Linda Macri (Ex-Officio Graduate School Rep)
Marcio Oliveira (Ex-Officio Division of IT Rep)
Doug Roberts (Ex-Officio Associate Dean for General Education)
Adria Schwarber (Ex-Officio GSG Rep)
Ann Smith (Ex-Officio Undergraduate Studies Rep)
Lindsey Anderson (Faculty)
John Buchner (Faculty)
Vedat Diker (Faculty)
Jeffrey Henrikson (Faculty)
Celina McDonald (Faculty)
Abani Pradhan (Faculty)
Kellie Robertson (Faculty)
Dylan Selterman (Faculty)
Elizabeth Soergel (Faculty)
Ji Seung Yang (Faculty)
Michelle Brooks (Exempt Staff)
Cathy Fisanich (Non-Exempt Staff)
Prasoon Gupta (Graduate Student)
Anne Tavera (Undergraduate Student)

Date of Submission

May 2017

BACKGROUND

In October 2016, the University President approved an interim Policy on Student Social Media Privacy (V-1.20[A]). The policy, modelled on a similar one established by the University System of Maryland (USM), circumscribes the actions of University employees who interact with students' social media accounts. The interim policy provides specific criteria under which students can be required to use social media in academic or career-based activities. In February 2017, the Senate Executive Committee (SEC) voted to charge the Senate Educational Affairs Committee with reviewing both the interim policy and a relevant Maryland state law; reviewing similar policies at peer and Big 10 institutions; consulting with various campus stakeholders; considering how grievances should be addressed; and recommending revisions to the policy, if appropriate (Appendix 4).

COMMITTEE WORK

The Educational Affairs Committee began its review in March 2017. In researching the policy's origins, the Educational Affairs Committee learned that in 2013 the Maryland General Assembly directed the USM to develop a policy that would protect students' social media privacy. In response, the USM created the Policy on Student Social Media Privacy (V-1.20), which was approved by the Board of Regents in November 2013. Faculty members at USM institutions raised concerns that the policy prohibited the legitimate use of social media in academic and career-based activities. The USM revised the policy in 2014 to ensure that it permitted the responsible use of social media in appropriate contexts. It also directed each USM institution to develop its own social media privacy policy. The University of Maryland policy was approved on an interim basis by the President in October 2016.

The committee reviewed the Annotated Code of Maryland, Education Article, Section 26-401 (Appendix 1). Based on SB0210, the law establishes protections for student social media privacy at

state institutions of postsecondary education. While the law is more detailed than either the USM or University policy, it establishes the same basic protections for students. The committee learned that few peer and Big 10 institutions provide similar protections for students' social media privacy (Appendix 2). While many institutions have policies regulating faculty and staff social media use, few have policies that apply to students in academic contexts, and only the University of California System's policy provides protections similar to those of the USM and University policies. The committee also consulted with the Senate's Student Affairs Committee. The Student Affairs Committee generally supported the principles behind the policy, agreeing that social media can be a valuable tool and praising the policy's incorporation of generic social media accounts (Appendix 3).

In reviewing the interim policy, the committee carefully considered the role social media can play in certain academic and career-based activities. It consulted with faculty in the College of Information Studies and the Philip Merrill College of Journalism who incorporate social media in their courses. It learned that social media plays a significant role in a range of classes, whether as a subject of study or as an invaluable tool for students entering particular fields, such as journalism. The usefulness of social media in establishing and advancing a career was echoed by representatives of the University Career Center & The President's Promise, which teaches students how to use social media to identify or appeal to potential employers. The committee also consulted with representatives of the Department of Intercollegiate Athletics, which is aware of the policy and state law and has identified staff members responsible for ensuring its employees are in compliance.

During the committee's review, several committee members and the Associate Provost for Faculty Affairs expressed concerns with the policy's privacy implications. The committee considered whether any engagement with students' social media accounts could blur important ethical boundaries and open University faculty and staff to potential legal liability, and considered developing a more restrictive policy to mitigate those concerns. The committee also considered requiring that each College establish a system for reviewing and approving any syllabus incorporating social media use. After consideration, the committee decided against these approaches, both for practical reasons and because they unreasonably impinged on the prerogatives of faculty members or unnecessarily limited important career-development opportunities. However, units may want to consider structures to review the use of social media in academic or career-based activities, if appropriate.

The committee did conclude that greater specificity could facilitate compliance with the policy, and discussed concerns with the section of the policy covering activities that require the use of a social media account. The policy includes provisions related to generic social media accounts, which can be used to fulfill the requirements of an academic or career-based activity. The committee found that some social media platforms do not allow individuals to create more than one account, and/or require that accounts be opened using an individual's legal name (e.g. Facebook and LinkedIn). The committee developed revisions that explicitly indicate that University faculty and staff cannot require the use of social media when doing so would obligate students to violate a social media platform's terms of service. Given that many social media platforms are not yet fully accessible, the committee also added a reference to the University's Disability & Accessibility Policy and Procedures.

The committee discussed appropriate grievance procedures at length and explored various options for addressing violations of the policy. It initially considered revising the Policy on the Conduct of Undergraduate Courses and Student Grievance Procedure to encompass violations of the social media policy. These grievance procedures, however, only apply to undergraduate students; they would not be suitable for graduate students or for complaints unrelated to an academic activity,

such as those that could be brought by student athletes, students using the Career Center, or student employees. The committee considered identifying a compliance officer responsible for resolving complaints, though finding a single individual or office that could appropriately hear complaints from students, athletes, and employees proved difficult. Given that violations of the policy are likely to be rare and inadvertent, the committee decided that complaints should be directed to the appropriate unit-level administrator.

The committee made a series of additional revisions to clarify terminology and remove ambiguity regarding the definition of "access." It also expanded the "Purpose" section to directly reference the state law and the potential consequences for violating it, and to indicate that compliance is the responsibility of each University employee. In addition to these revisions, the committee drafted several recommendations intended to raise awareness of the policy across campus. The committee consulted extensively with the Associate Provost of Learning Initiatives during its review and determined that the Teaching and Learning Transformation Center would be well-positioned to develop resources and provide training to help faculty members navigate the evolving social media landscape and to explore ways to responsibly incorporate social media in their courses. The policy revisions and recommendations were reviewed by the Office of General Counsel. The Educational Affairs Committee voted to approve the revised policy and recommendations by an email vote concluding on May 15, 2017.

RECOMMENDATIONS

The Educational Affairs Committee recommends that the Senate approve the revised Policy on Student Social Media Privacy (V.1-20[A]), which immediately follows this report.

The Educational Affairs Committee recommends that the Teaching and Learning Transformation Center (TLTC) develop resources for faculty and teaching assistants that address the responsible use of social media in courses and communicate the potential consequences associated with violations of this policy or state law. These resources should be regularly updated to reflect the advent of new social media platforms and changes in the terms of service of existing platforms. The TLTC should also incorporate responsible social media use in applicable seminars and trainings, including its Graduate Student Teaching Orientations.

The Educational Affairs Committee recommends that the Senior Vice President and Provost inform deans, department or program chairs, and other relevant administrative staff of their responsibilities under the policy. Specifically, such notifications should ensure that unit-level administrators are aware of their role in hearing complaints, the resources related to the responsible use of social media in courses, the importance of creating structures to review the use of social media in academic or career-based activities in their units, and the potential consequences associated with violations of this policy or state law.

Finally, the Educational Affairs Committee recommends that the Office of Undergraduate Studies add information on the policy to its Course Related Policies webpage.

APPENDICES

Appendix 1 — Annotated Code of Maryland, Education Article, Section 26-401
Appendix 2 — Peer Institution Research
Appendix 3 — Student Affairs Committee Memo on the Interim Student Social Media Privacy Policy
Appendix 4 — Senate Executive Committee Charge on the Review of the Interim University of Maryland Policy on Student Social Media Privacy (Senate Document #16-17-23)

Recommended Changes from the Educational Affairs Committee
New Text in Blue/Bold (**example**), Removed Text in Red/Strikeout (~~example~~)

V-1.20(A) UNIVERSITY OF MARYLAND POLICY ON STUDENT SOCIAL MEDIA PRIVACY
(Approved by the President on an Interim basis October 25, 2016)

I. PURPOSE

This policy serves as a guide to ensure compliance with the Annotated Code of Maryland, Education Article, Section 26-401. It applies to all University faculty, staff, and students, and helps ensure the privacy rights of students. ~~**This policy recognizes the importance of privacy in a student's personal activities involving the use of social media.**~~ It ~~**also**~~ recognizes that the use of Social Media by University employees plays a valuable and appropriate role in academic and career-based activities to the benefit of students. ~~**The purpose of this policy is to set forth appropriate rules to protect student privacy interests while permitting the use of Social Media for academic and career-based activities.**~~ **The policy is intended to permit the appropriate use of Social Media while ensuring compliance with state and federal law and protecting student privacy. Ultimately, however, it is the responsibility of each University employee (e.g. instructor, teaching assistant, athletic staff, counselor, etc.) to ensure they are in compliance. Individuals who violate the state law may be subject to civil liability.**

II. DEFINITIONS

A. "Non-Public Access Information" refers to the security information required to access a Social Media account. Examples include: passwords, log-in information**,** or other private and confidential information required to gain access to a Social Media account.

B. "Personal Social Media Account" refers to a Social Media account that allows social interaction and dissemination of information to others, created and maintained by a student, prospective student, or applicant in whole or in part for private use. It does not include:

1. ~~**a**~~**A**n account on a ~~**s**~~**S**ocial ~~**m**~~**M**edia platform owned or provided by an educational institution; or
2. ~~**a**~~**A**n account on a ~~**s**~~**S**ocial ~~**m**~~**M**edia platform created by a student, prospective student, or applicant specifically for academic or University-assisted**,** career-based activities.

C. "Social Media" are ~~**internet-based**~~**electronic** applications that enable users to

participate in social networking by exchanging content with other users. Examples of Social Media include but are not limited to LinkedIn, Facebook, Twitter, YouTube, Flickr, Instagram, **and** Tumblr~~**, and Vine**~~.

III. UMCP SOCIAL MEDIA PRIVACY RULES

A. University employees shall not require, request, suggest, or cause a student, prospective student, or applicant to disclose, grant access to, or allow observation of Non-Public Access Information pertaining to any Social Media account. University employees shall not require that a student, prospective student, or applicant change the privacy settings on a Personal Social Media Account.

B. University employees shall not require a student, prospective student, or applicant to designate a University employee or agent of the University as a "friend**,**" a "follower**,**" or any other designation that would afford the employee or agent access to ~~**a**~~ Personal Social Media Account **information that is not publicly available**.

C. University employees shall not require a student, prospective student, or applicant to log onto any Social Media account in the presence of a University employee or agent of the institution.

D. University employees shall not require that a student, prospective student, or applicant provide names of the Social Media platforms that he/she employs.

IV. DISCIPLINE

University employees shall not suspend, expel, discipline, penalize, or threaten to take any of the aforementioned actions against any student, prospective student, or applicant for refusing to provide information in response to a request that is prohibited under Section III of this Policy.

V. LIMITATIONS

This Policy does not prohibit the following activities:

A. University employees may require a student to ~~**provide access to**~~**use** a Social Media account **in an academic or career-based activity** provided that:

1. The student has the option, at his or her own election, to complete the ~~**assignment or**~~ activity by using an existing Personal Social Media Account or by creating a generic **(or alternative)** Social Media account;
2. **Students are not obligated to violate the terms of service of any Social Media account;**
~~**2**~~**3.** ~~**access**~~ **Use** is limited to the academic or career-based activity;
~~**3**~~**4.** ~~**t**~~**T**he student is not required to provide Non-Public Access Information; **and**
~~**4**~~**5.** ~~**t**~~**T**he academic or career-based activity is designed and administered in a

manner that is consistent with **the** ~~**III-6.30(A)**~~ University of Maryland, College Park Policy and Procedures on the Disclosure of Student Education Records **(III-6.30[A]) and the University of Maryland Disability & Accessibility Policy and Procedures (VI-1.00[D])**.

University employees are encouraged to obtain unit-level approval before instituting academic or career-based activities involving ~~**access to such**~~**student Social Media** accounts. In addition, University employees are encouraged to provide notice to students, in syllabi or other relevant written publications, when use of such accounts is required.

B. University employees may ~~**access**~~ **view** Personal Social Media Account information that has been voluntarily provided to them by a student, prospective student, applicant, or third party.

C. University employees may ~~**access**~~ **view** publicly accessible information relating to a student, prospective student, or applicant's Personal Social Media Account.

VI. COMPLAINTS

Students should report violations of this policy to their unit administrator.

Appendix 1: Annotated Code of Maryland, Education Article, Section 26-401

Md. EDUCATION Code Ann. § 26-401

Annotated Code of Maryland
Copyright 2017 by Matthew Bender and Company, Inc., a member of the LexisNexis Group
All rights reserved.

*** Statutes current through January 1, 2017 and all chapters of the 2016 Regular Session of the Maryland General Assembly. ***

EDUCATION
DIVISION IV. OTHER EDUCATION PROVISIONS
TITLE 26. PROHIBITIONS AND PENALTIES
SUBTITLE 4. PERSONAL ELECTRONIC ACCOUNT PRIVACY PROTECTION.

Md. EDUCATION Code Ann. § 26-401 (2017)

§ 26-401. General consideration.

(a) Definitions. --

(1) In this section the following words have the meanings indicated.

(2) "Access information" means a user name, a password, log-in information, an account name, or any other security information that protects access to a personal electronic account.

(3) "Institution of postsecondary education" has the meaning stated in § 10-101(i) of this article.

(4) (i) "Personal electronic account" means an account created via an electronic medium or a service that allows users to create, share, or view user-generated content, including uploading or downloading videos or still photographs, blogs, video blogs, podcasts, messages, electronic mail, Internet Web site profiles or locations, or any other electronic information.

(ii) "Personal electronic account" does not include an account that is opened on behalf of, or owned or provided by, an institution of postsecondary education.

(5) "Student" includes an individual who is a participant, trainee, or student in an organized course of study or training offered by an institution of postsecondary education.

(b) Postsecondary institution prohibited from requiring access to student's personal electronic account. -- Subject to subsection (c) of this section, an institution of postsecondary education may not:

(1) Require, request, suggest, or cause a student, an applicant, or a prospective student to grant access to, allow observation of, or disclose information that allows access to or observation of the individual's personal electronic account;

(2) Compel a student, an applicant, or a prospective student, as a condition of acceptance or participation in curricular or extracurricular activities, to:

(i) Add to the list of contacts associated with a personal electronic account any individual, including a coach, a teacher, an administrator, another employee of the institution of

postsecondary education, or a volunteer; or

(ii) Change the privacy settings associated with a personal electronic account;

(3) Take any action or threaten to take any action to discharge, discipline, prohibit from participating in curricular or extracurricular activities, or otherwise penalize a student as a result of the student's refusal to:

(i) Grant access to, allow observation of, or disclose any information that allows access to or observation of a personal electronic account;

(ii) Add any individual to the list of contacts associated with a personal electronic account; or

(iii) Change the privacy settings associated with a personal electronic account; or

(4) Fail or refuse to admit an applicant as a result of the applicant's refusal to:

(i) Grant access to, allow observation of, or disclose any information that allows access to or observation of a personal electronic account;

(ii) Add any individual to the list of contacts associated with a personal electronic account; or

(iii) Change the privacy settings associated with a personal electronic account.

(c) Construction. -- This section may not be construed to:

(1) Prohibit an institution of postsecondary education from requesting or requiring a student to disclose access information to allow the institution of postsecondary education to gain access to an electronic account:

(i) Opened at the institution of postsecondary education's behest; or

(ii) Provided by the institution of postsecondary education;

(2) Prohibit or restrict an institution of postsecondary education from viewing, accessing, or utilizing information about a student, an applicant, or a prospective student that:

(i) Can be obtained without access information;

(ii) Is publicly accessible; or

(iii) Is available to the institution of postsecondary education as the result of actions undertaken independently by the student;

(3) Create a duty requiring an institution of postsecondary education to search or monitor the activity of a personal electronic account;

(4) Make an institution of postsecondary education liable for failing to request or require a student, an applicant, or a prospective student to grant access to, allow observation of, or disclose information that allows access to or observation of the individual's personal electronic account;

(5) Prohibit a student, an applicant, or a prospective student from allowing an athletic coach or administrator to view the student's, applicant's, or prospective student's publicly accessible

communications; or

(6) Apply to:

(i) A suspected criminal activity investigation into the publicly accessible communications of a student, an applicant, or a prospective student that is performed by a public safety department or police agency of an institution of postsecondary education; or

(ii) An investigation, an inquiry, or a determination relating to the publicly accessible communications of a student, an applicant, or a prospective student that is conducted in accordance with the health or public safety administration assessment policy or protocol of an institution of postsecondary education.

(d) Official policy. -- Notwithstanding any other provision of this section, the governing board of an institution of postsecondary education may adopt a policy authorizing an employee of the institution of postsecondary education to request a student, in order to complete an academic or career-based activity, to create a generic personal electronic account.

(e) Civil action. --

(1) Subject to paragraph (2) of this subsection, an individual who is the subject of a violation of any provision of this section may:

(i) Bring a civil action to enjoin the violation or for damages;

(ii) Add a claim for damages to an action seeking injunctive relief; and

(iii) Recover not more than $ 1,000 in damages plus reasonable attorney's fees and court costs.

(2) An individual may not bring an action for damages or add a claim for damages to an action seeking injunctive relief under this section until at least 60 days after making a written demand of the alleged violator for not more than $ 1,000 that:

(i) Includes reasonable documentation of the violation; and

(ii) Is served in the manner provided for service of process in a civil action under the Maryland Rules or by certified mail to the residence or principal office or place of business of the alleged violator.

(3) An action under this subsection may be brought in the District Court for the county in which:

(i) The alleged violation occurred; or

(ii) The alleged violator resides or has a principal office or place of business.

(f) Affirmative defense. -- It is an affirmative defense to any claim under this section that the institution of postsecondary education acted to comply with the requirements of a federal or State law.

HISTORY: 2015, chs. 465, 466.

Appendix 2: Peer Institution Research

Name of Institution	Policy Links	If Policy, Grievance Procedures?	Does Policy Reference SM Use In Admissions?	Does Policy Reference Classroom Use?	Does It Allow for Generic Accounts?
Indiana University	No policies	N/A	N/A	N/A	N/A
Michigan State University	No policies	N/A	N/A	N/A	N/A
Northwestern University	No policies	N/A	N/A	N/A	N/A
Ohio State University	No policies	N/A	N/A	N/A	N/A
Pennsylvania State University	Physical Therapist Assistant Student Handbook has policy covering appropriate/prohibited conduct at https://sites.psu.edu/hnpsuptahandbook/social-media-policy/	no	no	no	no
Purdue University	http://www.purdue.edu/policies/information-technology/viic2.html - **only covers institution-affiliated accounts**	If someone feels their information has been comprised they are to report the incident to abuse@purdue.edu.	N/A	N/A	N/A
Rutgers University	No policies	N/A	N/A	N/A	N/A
University of California-Berkeley	System-wide policy, covers prospective and current students as well as student groups https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201120120SB1349	No	Yes (covers prospective students)	By implication	Does not address
University of California-Los Angeles	System-wide policy, covers prospective and current students as well as student groups https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201120120SB1349	There are grievance procedures associated with FERPA violations.	Yes (covers prospective students)	By implication	Does not address
University of Illinois-Urbana Champaign	No policies	N/A	N/A	N/A	N/A
University of Iowa	No policies	N/A	N/A	N/A	N/A
University of Kansas	Policy governing permissible social media engagement (including content) by faculty/staff: http://www.kansasregents.org/resources/PDF/About/BoardPolicyManual.pdf	No	No	Yes (use in context of "academic instruction within the instructor's area of expertise" is "not improper")	No
University of Michigan	No policies	N/A	N/A	N/A	N/A
University of Minnesota	No policies	N/A	N/A	N/A	N/A
University of Nebraska-Lincoln	No policies	N/A	N/A	N/A	N/A
University of North Carolina-Chapel Hill	No policies	N/A	N/A	N/A	N/A
University of Wisconsin-Madison	No policies	N/A	N/A	N/A	N/A

Appendix 3: Student Affairs Committee Memo on the Interim Student Social Media Privacy Policy

UNIVERSITY OF MARYLAND
UNIVERSITY SENATE

1100 Marie Mount Hall
College Park, Maryland 20742-7541
Tel: (301) 405-5805 Fax: (301) 405-5749
http://www.senate.umd.edu

Memorandum

To: Bryan Eichhorn, Chair, Senate Educational Affairs Committee

From: Adam Berger, Chair, Senate Student Affairs Committee

Date: March 3, 2017

Re: Request for Assistance with the Review of the Interim University of Maryland Policy on Student Social Media Privacy (Senate Document #16-17-23)

I am writing on behalf of the Student Affairs Committee (SAC) to address the questions posed by the Educational Affairs Committee (EAC). The SAC reviewed the Interim Policy on Student Social Media Privacy, which it discussed at its meeting on February 24. The SAC's feedback is minimal, as it is generally supportive of the policy being made permanent. Specific observations and questions are included below. Please feel free to contact the Student Affairs Committee with any additional questions or concerns.

- Committee members (including students, faculty, and administrators) noted the potential pedagogical value of social media use in the classroom, especially given its relevance to students' personal and professional lives.
- While there are certainly situations in which the use of a personal account may be ideal (such as in career exercises that involve creating and enhancing a LinkedIn profile), the committee appreciated the stipulation that students are allowed to create a generic social media account if they prefer.
- However, some on the committee wondered whether faculty should be discouraged from permitting students to use their personal social media accounts for classroom activities at all, given potential privacy and liability concerns.
- Committee members felt that implementation of this policy should include a significant educational component directed at both students and University employees (particularly faculty members). This educational component should ensure students are equipped to be proactive in insisting on the use of a generic social media account.
- The committee also felt this policy provides an excellent opportunity to further educate students (and faculty) about the importance of carefully setting and monitoring social media privacy settings. Such a conversation can emphasize the importance of knowing precisely what is publicly available. It is important that the University clearly communicate the potential consequences of over-sharing, both for one's personal and professional life. Publicly posted information is available for anyone in the world to view.

- The committee appreciates that the policy clearly protects students from being forced to share private information with any University employee, and notes that "tracking students" is not a legitimate component of the University's educational mission.
- One committee member asked that the policy include an explicit exemption that protects students who do not want to engage with social media for religious reasons.
- One committee member also found the use of the term "election" in V.A.1 to be awkward and unnecessarily stilted/legalistic. Alternative phrasings might instead refer to "choice" or "decision."

Appendix 4: Senate Executive Committee Charge on the Review of the Interim University of Maryland Policy on Student Social Media Privacy (Senate Document #16-17-23)

University Senate
CHARGE

Date:	February 1, 2017
To:	Bryan Eichhorn Chair, Educational Affairs Committee
From:	Jordan A. Goodman Chair, University Senate
Subject:	Review of the Interim University of Maryland Policy on Student Social Media Privacy
Senate Document #:	16-17-23
Deadline:	May 5, 2017

The Senate Executive Committee (SEC) requests that the Educational Affairs Committee review the interim University of Maryland Policy on Student Social Media Privacy and make recommendations on whether it is appropriate or on needed revisions. Specifically, we ask that you:

1. Review the interim University of Maryland Policy on Student Social Media Privacy (V-1.20[A]).

2. Review SB0210 - Institutions of Postsecondary Education - Personal Electronic Account - Privacy Protection, the state legislation that led to this specific policy.

3. Review similar policies and procedures on student social media privacy at peer institutions and other Big 10 institutions.

4. Consider how grievances related to violations of this policy should be handled.

5. Consult with the Associate Provost for Faculty Affairs.

6. Consult with the Associate Provost of Learning Initiatives.

7. Consult with the Senate Student Affairs Committee.

8. Consult with the University's Office of General Counsel on any proposed changes to the policy.

9. If appropriate, recommend whether the interim policy should be revised and submit recommended revisions to the interim policy for Senate consideration.

We ask that you submit your report and recommendations to the Senate Office no later than May 5, 2017. If you have any questions or need assistance, please contact Reka Montfort in the Senate Office at 301-405-5804 or reka@umd.edu.

JAG/rm

UNIVERSITY SENATE | TRANSMITTAL | #14-15-23

Senate Elections, Representation, & Governance Committee

Revisions to the College of Arts & Humanities (ARHU) Plan of Organization

PRESENTED BY	**Marc Pound, Chair**
REVIEW DATES	**SEC – August 29, 2017 | SENATE – September 6, 2017**
VOTING METHOD	**In a single vote**
RELEVANT POLICY/DOCUMENT	**University Senate Bylaws**
NECESSARY APPROVALS	**Senate, President**

ISSUE

The University Plan of Organization mandates that all Colleges and Schools be governed by a Plan of Organization. These Plans must conform to provisions and principles set forth in the Plan, the Bylaws of the University Senate, the Policy on Shared Governance in the University System of Maryland, and best practices in shared governance. Revisions to the Plan of Organization of each College, School, and the Library must be reviewed and approved by the University Senate. The Senate Elections, Representation, & Governance (ERG) Committee is the standing committee responsible for conducting these reviews. ARHU submitted changes to its Plan of Organization to the University Senate for review in November 2014.

RECOMMENDATION

The ERG Committee recommends that the Senate approve the revised College of Arts & Humanities Plan of Organization.

COMMITTEE WORK

The ERG Committee began its review of the Plan in late 2014. Over several rounds of feedback, the ERG Committee and representatives from ARHU worked through a range of issues related to the College's implementation of shared governance principles. The committee was primarily concerned that ARHU relied too extensively on appointments by the dean and that there was inadequate representation for professional track faculty. The ERG Committee also identified missing language describing election procedures for University Senators, missing committee provisions, and language that potentially conflicted with University policies governing the review of deans. The ERG Committee and representatives from ARHU agreed on a series of revisions that addressed the committee's most significant concerns and were acceptable to ARHU. The ERG Committee approved the Plan by an email vote concluding on May 5, 2017.

The Faculty Affairs Committee reviewed the portion of the Plan containing ARHU's appointment, promotion, and tenure (APT) policy. After working with representatives from the College on several revisions, the Faculty Affairs Committee approved ARHU's APT policy on April 24, 2017.

The Plan was approved by a College referendum in a vote certified by ARHU's Collegiate Council on May 19, 2017.

ALTERNATIVES

The Senate could reject the revised Plan of Organization.

RISKS

There are no associated risks.

FINANCIAL IMPLICATIONS

There are no financial implications.

UNIVERSITY SENATE | REPORT | #14-15-23
Senate Elections, Representation, & Governance Committee

Revisions to the College of Arts & Humanities (ARHU) Plan of Organization

2016-2017 Committee Members

Marc Pound (Chair)
Deidra Adams (Ex-Officio Director of UHR Rep)
Kathleen Denz (Ex-Officio VP IRPA Rep)
Sabrina Baron (Faculty)
Qingbin Cui (Faculty)
Toby Egan (Faculty)
Andrew Horbal (Faculty)
Anne Raugh (Faculty)
Ellin Scholnick (Faculty)
Holly Ostrout (Exempt Staff)
Cliffornia Royals Pryor (Non-Exempt Staff)
Navaneeth Bodla (Graduate Student)
Christopher Martin (Graduate Student)
Ruby Chervin (Undergraduate Student)
Talatha Mah'Moud (Undergraduate Student)

Date of Submission

May 2017

BACKGROUND

The University Plan of Organization mandates that all Colleges and Schools be governed by a Plan of Organization. These Plans must conform to provisions and principles set forth in the Plan, the Bylaws of the University Senate, the Policy on Shared Governance in the University System of Maryland, and best practices in shared governance. Revisions to the Plan of Organization of each College, School, and the Library must be reviewed and approved by the University Senate. These reviews are principally conducted by the Senate Elections, Representation, & Governance (ERG) Committee. The current Plan of Organization for the College of Arts and Humanities (ARHU) was last reviewed by the Senate in 2004. In November 2014, ARHU submitted a revised Plan of Organization.

COMMITTEE WORK

In January 2015, the ERG Committee submitted several questions related to ARHU's governance structures, the distribution of administrative and shared governance responsibilities between its various committees, and how it ensures broad representation across constituencies. ARHU responded to the committee later that spring. In fall 2015, the ERG Committee sent ARHU guidance on shared governance principles that were not adequately addressed in ARHU's Plan. It met with representatives from ARHU and provided additional, specific feedback in December 2015. In May 2016, ARHU submitted a significantly revised draft of its Plan. An ERG subcommittee reviewed the Plan over the summer, and presented its report to the full committee at the beginning of fall 2016. The ERG Committee also forwarded the portion of the Plan dealing with ARHU's appointment, promotion, and tenure (APT) policy to the Faculty Affairs Committee for review.

In summer 2016, ARHU requested that it be allowed to provisionally adopt certain elements of its revised Plan prior to the start of the semester in order to ensure better representation for professional track faculty. The Senate Chair, the chair of the ERG Committee, and the dean of ARHU signed a memorandum of understanding detailing specific portions of the revised Plan that ARHU could adopt for the 2016-2017 academic year. The MOU stipulated that if a revised Plan was not approved by the Senate and the President by May 2017, ARHU would revert to operating under its 2004 Plan of Organization.

In October 2016, the ERG Committee sent detailed feedback on ARHU's Plan. The committee identified missing language describing election procedures for University Senators, missing committee provisions (including quorum requirements, term lengths, and frequency of meetings), and language that potentially conflicted with University policies governing the review of deans. Additionally, the ERG Committee expressed concerns over inadequate representation for professional track faculty and an over-reliance on appointments, rather than elections, in filling positions on various shared governance bodies. Representatives from the ERG Committee and ARHU met to discuss the Plan in January 2017. ARHU submitted a revised draft the following month. It addressed many of the committee's concerns and was accompanied by a list of unresolved issues. The committee and ARHU negotiated compromises acceptable to both parties. The Faculty Affairs Committee similarly worked with ARHU to ensure its APT policy aligned with University policy.

The Faculty Affairs Committee approved ARHU's APT policy on April 24, 2017. The ERG Committee approved the Plan by an email vote concluding on May 5, 2017. The revised Plan was approved by a College referendum, which was certified by ARHU's Collegiate Council on May 19, 2017.

RECOMMENDATIONS

The Elections, Representation, & Governance Committee recommends that the Senate approve the revised College of Arts and Humanities Plan of Organization.

APPENDICES

Appendix 1 — 2004 ARHU Plan of Organization

Proposed ARHU Plan of Organization

UNIVERSITY OF MARYLAND
COLLEGE OF ARTS AND HUMANITIES
PLAN OF ORGANIZATION

Approved by referendum and certified by the Collegiate Council on May 19, 2017.

Preamble
Art. I. Constituent Members and Units of the College
Art. II. Councils and Committees of the College
Art. III. Officers of the College
Art. IV. Committees of the Dean of the College
Art. V. The Collegiate Council
Art. VI. The Staff Council
Art. VII. Student Councils and Societies
Art. VIII. Periodic Reviews
Art. IX. Annual Plenary
Art. X. Non-Compliance
Art. XI. Amendments and Ratification

PREAMBLE

The constituent members of the College of Arts and Humanities (ARHU) promulgate this Plan of Organization to establish the structures of shared governance and to advance excellence in research, teaching, and creative endeavors in the arts and humanities at the University of Maryland.

Through this Plan, the College affirms the interrelationship of educational excellence and shared governance. That interrelationship of excellence and governance depends upon our having a diverse faculty, staff, and student body along with an inclusive and supportive environment that nurtures growth and productivity.

Within the context of the administrative structures of the University System of Maryland and the University of Maryland, the Plan provides the constituent units of the College of Arts and Humanities an active role in decision-making. Enumerating the responsibilities and rights of all constituent members, the Plan asserts the primacy of democratic principles of shared governance, consistent with the *Policy on Shared Governance in the University System of Maryland* and the *Plan of Organization for Shared Governance at the University of Maryland, College Park*. It provides opportunities and mechanisms for faculty, staff, and students to shape the policies of the College through independent, democratically-organized bodies. At the same time, it acknowledges the academic and administrative authority of the Dean of the College, whose authority is derived from the Board of Regents.

Article I. Constituent Members and Units of the College

Section 1.01 Constituent Members

(a) The constituent members of the College of Arts and Humanities are: the tenured and tenure-track (TTK) faculty, the professional-track (PTK) faculty, the regular exempt staff, the regular non-exempt staff, and the degree-seeking graduate and undergraduate students of the constituent units of the College.

(b) From these constituent members are drawn: the Dean of the College, the assistant and associate deans, the chairs and directors of the constituent units.

(c) Also drawn from the constituent members of the College are the elected and appointed representatives on the various councils, committees, task forces, and other bodies that constitute shared governance, including the elected members of the College's primary deliberative body known as the Collegiate Council.

Section 1.02 Constituent Units

(a) The College of Arts and Humanities consists of several academic, research, and presenting units; several living-learning and honors programs; and the Office of the Dean.

(b) The academic units are: the Departments of American Studies, Art, Art History and Archaeology, Classics, Communication, English, History, Linguistics, Philosophy, and Women's Studies; the School of Music, the School of Languages, Literatures, and Cultures, and the School of Theatre, Dance, and Performance Studies; and the Meyerhoff Program and Center for Jewish Studies.

(c) The research and presenting units are: the Art Gallery, the Arts and Humanities Center for Synergy, the Clarice Smith Performing Arts Center, the Consortium on Race, Gender and Ethnicity, the David C. Driskell Center for the Study of the Visual Arts and Culture of African Americans and the African Diaspora, the Latin American Studies Center, the Maryland Institute for Technology in the Humanities, the Maryland Language Science Center, and the National Foreign Language Center.

(d) The living-learning and honors programs are: College Park Scholars-Arts, Design | Cultures + Creativity, Honors Humanities, Jiménez-Porter Writers' House, and the Language House.

(e) The Office of the Dean consists of: the Dean, the associate and assistant deans, and faculty and staff in the areas of academic computing services, communications and marketing, development, equity, facilities, finance and administration, research, and student affairs.

Article II. Councils and Committees of the College

Section 2.01 Administrative Council

(a) Membership

(i) The Administrative Council members are: the chair or director of each academic unit of the College; the executive directors of the Arts and Humanities Center for Synergy, the David C. Driskell Center, the Clarice Smith Performing Arts Center, and the National Foreign Language Center; the directors of research centers and galleries in the College; the chair of the Collegiate Council; and the associate and assistant deans. Each member's term shall last the duration of the respective administrative appointment or elected term of office.

(ii) The Dean may, as deemed appropriate, invite guests to attend and to participate in Administrative Council meetings.

(b) Functions

(i) To develop a shared mission of academic and administrative leadership in the arts and humanities at the University of Maryland.

(ii) To share, to disseminate, and to discuss information about academic affairs, academic computing services, communications and marketing, development, equity, facilities, faculty affairs, finance and administration, research and programming, and student affairs in the College.

(iii) To share, to disseminate, and to discuss information from the Office of the President, the Office of the Provost, the Vice President for Research, the Dean of Undergraduate Studies, the Dean of the Graduate School, and University Relations, among others.

(iv) To advise the Dean on academic administration, budgeting and personnel, curricular initiatives, research, and strategic planning.

(v) To respond to requests from the Dean and other Campus administrators for advice on business before the College.

(c) Meetings

(i) The Dean presides at all Administrative Council meetings.

(ii) The Administrative Council shall meet at least three times each semester. Meetings may also be scheduled at the request of the Dean or a majority of the Council members.

(iii) The Dean may solicit the sentiment of Administrative Council members through advisory votes. Invited guests are not permitted the vote.

(iv) Advisory votes may be conducted by voice, a show of hands, straw polling, or electronic balloting. Secret ballots shall be used at the discretion of the Dean or

upon the request of two members present. Absentee and proxy balloting is not permitted.

(v) The Dean shall regularly report the substance of Administrative Council meetings to the Collegiate Council, the Academic Planning Advisory Committee, and other bodies as deemed necessary.

Section 2.02 Academic Planning Advisory Committee (APAC)

(a) Membership

(i) The members of APAC are four (4) tenured faculty appointed by the Dean; one (1) PTK faculty at or above the rank of Senior Lecturer or equivalent appointed by the Dean; and one (1) regular exempt staff appointed by the Dean. Appointed members of APAC serve two-year, non-renewable and staggered terms.

(ii) Additional members of APAC are: the elected Chair and Vice Chair of the Collegiate Council and two academic unit heads elected from among the chairs and directors of the academic units. These additional members serve on APAC for the duration of their elected term of office or administrative appointment, for a maximum of three years.

(iii) Ex-officio members are: the Dean, the associate deans, and the Assistant Dean for Finance and Administration. Ex-officio members serve on APAC for the duration of the administrative appointment. Ex-officio members have voice but no vote in APAC business.

(iv) The Dean may invite guests to participate in APAC deliberations. Invited guests have voice but not vote in APAC business.

(v) In filling appointed positions to APAC, the Dean shall exercise care to assure experience, multiple perspectives, and the diversity representative of the constituent members of the College.

(vi) The Dean may form subcommittees of APAC and empower them to address particular issues.

(b) Functions

(i) To advise the Dean on reallocations, rescissions, hiring, and other matters with significant fiscal or resource implications.

(ii) To review and make recommendations to the Dean on the financial implications of proposals for new programs and curricula.

(iii) To respond to any other requests from the Dean for advice on other business before the College with implications on resource allocation and

strategic priorities.

(c) Meetings

(i) The Dean presides at all APAC meetings.

(ii) Meetings shall be called by the Dean as required or in response to written request of five members of the committee.

(iii) As needed, the Dean may also convene online meetings and deliberations of APAC.

(d) Voting

(i) Advisory votes shall be taken by voice, a show of hands, or electronic polling. Secret ballots shall be used at the direction of the Dean or upon the request of two members present. Proxy balloting is not permitted.

(ii) Invited guests are not permitted the vote.

Article III. Officers of the College

Section 3.01 The Dean of the College

(a) The Dean is the chief academic, administrative, and budget officer of the College. The appointment, review, and/or renewal of the Dean, as well as the terms of appointment, are determined by the Senior Vice President and Provost.

(b) The search and selection of the Dean shall conform to standing policy governing the appointment of deans.

(c) The periodic review and term renewal of the Dean shall follow the *University of Maryland Policy on the Review of Deans of Academic Units*.

(d) Duties of the Dean

(i) To act as chief academic, administrative, and budget officer of the College with responsibility to execute all System, University, and College policies.

(ii) To articulate a vision for the arts and humanities at the University of Maryland.

(iii) To act as the chief representative and advocate of the College in the University administration and community.

(iv) To provide leadership in setting standards for academic excellence as well as high-quality research, performance, and instruction.

(v) To support a robust culture of grants, fellowships, awards, and sponsored research in support of scholarship and creativity, curricular innovation,

and programming in the arts and humanities.

(vi) To foster conditions conducive to service and outreach.

(vii) To promote equity, diversity, and inclusion throughout the College.

(viii) To recruit, appoint, and review the associate and assistant deans and other members of the Dean's senior staff responsible for academic affairs, faculty affairs, research, student affairs, finance and administration, academic computing services, equity, development, and facilities, among other areas.

(ix) To recruit, appoint, and review the chairs and directors of the constituent units.

(x) To execute all dimensions of faculty appointments, promotion, tenure, review, and mentoring in the College, and to make independent recommendations to the Provost on all related matters, as provided in the *University of Maryland Policy & Procedures on Appointment, Promotion, and Tenure of Faculty*, Article IV of this Plan, and corresponding guidelines.

(xi) To certify compliance with all faculty achievement, outside professional activities, conflict of interest, and instructional workload reporting requirements in the College.

(xii) To oversee a student advising system in the constituent units and to certify the completion of degree requirements.

(xiii) To ensure student preparedness for advanced studies, public service, and careers in the academic, creative, private, and not-for-profit sectors.

(xiv) To serve as a non-voting *ex-officio* member of the Collegiate Council, second- level faculty promotion committees, and other bodies, as specified in this Plan.

(xv) To preside at meetings of the Administrative Council and Academic Planning Advisory Committee, as specified in this Plan.

(xvi) To convene and dissolve, as needed, various standing advisory or ad hoc committees as well as task forces. Such bodies include, but are not limited to, the Undergraduate Student Advisory Board, the Graduate Advisory Board, and the Dean's Cabinet.

(xvii) To convene and dissolve, as needed, committees to review and rank nominations and applications for fellowships, scholarships, grants, awards, honors, and sponsored research. Such bodies include, but are not limited to, the Designated Research Initiative Funds (DRiF) Committee, the Undergraduate Scholarship Committee, the Graduate Fellowship Committee, and the Service Awards Committee.

(xviii) To report annually on the state of the College, typically in the autumn term.

(xix) To ensure enforcement of this Plan of Organization.

(xx) Other duties, as determined by the Provost.

Section 3.02 Chairs and Directors

(a) Each academic, research, and presenting unit of the College as well as each living- learning and honors program shall have a chair or director, appointed by the Dean.

(b) The chair or director serves as the chief academic, administrative, and budget officer for the unit.

(c) All chairs and directors serve at the pleasure of the Dean.

(d) Search, selection, review, and renewal of Chairs and Directors

(i) The search and selection of chairs and directors shall conform to standing policy governing the appointment of academic unit heads.

(ii) In the case of a search, the Dean appoints a committee to conduct the search and to make advisory recommendations. Committee membership is at the discretion of the Dean, who may solicit the input of the unit on committee membership and functions, consistent with the unit's Plan of Organization.

(iii) The search committee shall be chaired by a faculty member from outside the unit and may include additional members from other units.

(iv) The Dean shall seek broad representation and input from the various ranks of TTK and PTK faculty, exempt and non-exempt staff, and graduate and undergraduate students, appropriate to the composition of the unit. The committee should reflect a diversity of research and curricular subfields as well the diversity representative of the constituent members of the unit.

(v) In the case of a search, the committee shall solicit names of candidates and shall apprise the unit of the progress of the search. All members of the unit shall have the right to submit evaluations of candidates.

(vi) In all cases, the Dean shall forward to the Provost a recommendation for appointment informed by the advisory input of the constituent members of the unit.

(vii) The periodic review and term renewal of chairs and directors shall follow the *University of Maryland Policy on the Review of Department Chairs and Directors of Academic Units.*

(e) Duties of Chairs and Directors

(i) To act as chief academic, administrative, and budget officer of the unit

with responsibility to implement and execute policy at the unit level.

(ii) To act as the chief representative and advocate for the unit and its discipline(s).

(iii) To promote superior research and creativity, teaching and learning, service and administration, as appropriate, among the unit's constituent members.

(iv) To plan and administer the unit's budget, subject to consultation and review by the Dean.

(v) To promote the recruitment, retention, and advancement of faculty, students, and staff in the unit.

(vi) To promote equity, diversity, and inclusion throughout the unit.

(vii) To execute faculty tenure, review, and mentoring in the unit, as provided in the *University of Maryland Policy & Procedures on Appointment, Promotion, and Tenure of Faculty*, Article IV of this Plan, and corresponding guidelines.

(viii) To administer the curriculum and related programs and to maintain appropriate advising systems for students.

(ix) To solicit the active participation of the unit's constituent members in unit affairs and to communicate policies, consistent with expectations of shared governance.

(x) To recruit and appoint the unit's leadership team in a manner consistent with the unit Plan of Organization.

(xi) To oversee the election of the unit's tenure-track representatives to the University Senate, consistent with the unit Plan of Organization and the procedures in the Plan of Organization for Shared Governance at the University of Maryland, College Park.

(xii) To ensure enforcement of the unit Plan of Organization.

(xiii) Other duties, as determined by the Dean of the College.

Article IV. Committees of the Dean of the College

Section 4.01 Committees on Faculty Appointments, Promotions, and Tenure

(a) The Dean of the College convenes two committees responsible for the appointment, promotion, and/or tenure of faculty: one responsible for TTK faculty and another responsible for PTK faculty.

(b) The Dean shall appoint members to each committee. The Dean shall manage committee appointments to reflect unit and disciplinary representation across the College as well the diversity representative of the constituent members of

the College.

(c) Committee membership shall be announced on the College website.

(d) All aspects of each committee's proceedings shall be conducted in a manner consistent with II-1.00 (A) *University of Maryland Policy and Procedures on Appointment, Promotion, and Tenure of Faculty* and accompanying guidelines; UMD guidelines for the appointment, evaluation, and promotion of professional track faculty; and the *ARHU Plan on Appointments, Promotion, Periodic Review, and Mentoring of Professional Track Faculty*.

(e) Committee Membership

(i) The TTK committee consists of five (5) voting members of the tenure track faculty who hold the rank of tenured full professors from any academic unit of the College of Arts and Humanities. Committee members are appointed to a one-year term and may be reappointed for one (1) successive year.

(ii) The PTK committee consists of five (5) voting members, including at least two (2) Principal Lecturers (or equivalent rank) from any unit of the College, and at least two (2) tenured TTK faculty from any unit of the College. Until ARHU PTK faculty ranks include an adequate number of Principal Lecturers (or equivalent) to serve on this committee, or whenever the Dean deems it necessary, the Dean may turn to ARHU PTK faculty below the rank of Principal Lecturer or to Principal Lecturers (or equivalent) from other relevant units outside the College to fill vacancies on the PTK committee. Committee members are appointed to a one-year term and may be reappointed for one (1) successive year.

(iii) Each committee shall elect a chair and an alternate chair from among its voting members. The chair or alternate shall preside over committee deliberations.

(iv) The Dean and the Associate Dean for Faculty Affairs serve *ex-officio* on both committees. Both shall be present for committee deliberations, but neither exercises the vote.

(f) Meetings

(i) Each committee shall meet regularly in the fall semester and as needed thereafter.

(ii) At the first meeting of the academic year, the TTK committee shall be charged by the Dean of the College, the Associate Provost for Faculty Affairs, and the Chief Diversity Officer or designee.

(iii) At the first meeting of the academic year, the PTK committee shall be charged by the Dean of the College.

(iv) Committee discussion is normally conducted in person, with all voting and *ex officio* members present, at prescheduled times coordinated by the Office of the Dean. As needed, the committee may conduct business via conference call or

via secure and user-authenticated electronic communications administered by the Office of the Dean. In all instances, all materials must be kept confidential.

(v) In order to conduct business, each committee shall maintain a quorum of four (4) members. Any absence for illness, personal emergency, and other unforeseen circumstance shall be noted in the written documentation of committee deliberations.

(vi) If a committee member has already voted on a case at the first level, at the second level the member shall be silent with the exception of answering questions of fact. The member shall be required to abstain from voting.

(g) Committee Deliberations

(i) In accordance with the standing policies on appointments, promotion, and tenure of tenure track faculty, the TTK committee shall deliberate in confidence and shall then make written recommendations to the Provost on all cases of tenure, promotion as well as new TTK faculty appointments that carry tenure.

(ii) In accordance with the standing policies on the promotion of professional track faculty, the PTK committee shall deliberate in confidence and shall then make written recommendations to the Provost on all cases of promotion to Principal Lecturer, Research Professor, and equivalent PTK ranks as well as new PTK faculty appointments at the highest rank.

(iii) Although the committee members are responsible for making independent judgments on the merits of each case for promotion and/or tenure, the deliberations of the College-level committees shall give great weight to the appropriate unit-level criteria for the research, creativity, instruction, and service accomplishments expected for the relevant rank.

(h) Voting

(i) A nonbinding straw poll may be taken by voice, a show of hands, or paper ballot. At the request of any voting member, the nonbinding straw poll shall be secret.

(ii) Binding votes must be cast on paper or electronically. The ballots shall be secret, and the vote tally shall be recorded by the Associate Dean for Faculty Affairs who ensures that individual votes remain secret.

(iii) Absentee and proxy votes are not permitted.

(iv) All votes cast in favor and against, all mandatory and voluntary abstentions, and all committee member absences shall be transmitted to the Provost for Third- Level Review, as required by University policy. The independent recommendation of the Dean, who shall take the committee recommendation under advisement, shall also be transmitted for Third-Level Review.

(i) Notification and Appeals

(i) A faculty member shall be notified in writing of the outcome of the College-level deliberations, in accordance with the timeline established by Campus policy and guidelines.

(ii) Upon final notification from the President or Provost, the faculty member may appeal a negative decision based on alleged violations of procedural and/or substantive due process that would have had a material effect on the decision. All appeals shall be handled according to the procedures established by the Office of Faculty Affairs and shall be initiated within the period defined in those procedures.

(j) Reporting and Periodic Review

(i) At the start of each academic year, the Associate Dean for Faculty Affairs shall issue a report to the Dean on the proceedings and outcomes of the proceeding year's appointments, promotions, and tenure decisions. The report shall be circulated to the members of Administrative Council and Collegiate Council, and others as determined by the Dean.

(ii) College policy on faculty appointments, promotions, and tenure, including the structure and function of the review committees, shall be reviewed when any of the following conditions is met: 1) a change in System or University policy mandates adjustments at the College level; 2) a periodic review of the College Plan of Organization; or 3) the Dean deems it necessary.

(iii) During a review, the Dean may commission an ad hoc committee or task force to examine policies and procedures on tenure, promotion, and periodic review in the College or any of its constituent units, charging the ad hoc committee or task force to make recommendations as appropriate.

Section 4.02 Committee on Programs, Courses, and Curricula (PCC)

(a) Membership

(i) The Dean shall appoint all members of the ARHU Committee on Programs, Courses, and Curricula (PCC). The Dean shall manage committee appointments to reflect unit and disciplinary representation across the College as well the diversity representative of the constituent members of the College.

(ii) The voting members are four (4) TTK faculty members, one (1) PTK faculty, one (1) undergraduate student, and one (1) graduate student. All appointees must be formally affiliated with an academic unit of the College. The appointment term of shall be one (1) year, renewable at the discretion of the Dean.

(iii) The voting members shall elect a committee chair during the first meeting of the academic year.

(iv) The Associate Dean for Academic Affairs serves *ex-officio*. The Dean may appoint additional *ex-officio* members from the University Libraries and the Office of Student Affairs. *Ex-officio* members serve solely in an advisory capacity to the committee, and may not vote.

(v) The Dean may create subcommittees of PCC and empower them to address particular issues.

(b) Functions

(i) To review and make recommendations to the Dean on all proposals for new programs and curricula, all courses (new or existing) related to such proposals, all proposals for new courses or for substantial changes in existing courses or curricula. The committee, in making its recommendations, shall consider the soundness of the proposal, evidence of need and availability of resources, assurance of non-duplication, and compliance with established priorities, goals, and existing University policy and curricular processes.

(ii) To formulate and recommend to the Dean of the College academic priorities regarding undergraduate and graduate degree programs and certificates.

(c) Meetings

(i) Meetings shall be held periodically on a schedule coordinated by the elected chair and the Associate Dean of Academic Affairs as required by the business before the committee. The committee chair presides.

(ii) Advisory votes may be taken by voice, a show of hands, straw polling, or electronic balloting. Secret ballots may be used upon the request of two members present. Absentee and proxy balloting is permitted. A measure shall pass with a simple majority of votes.

(iii) No later than the start of the new academic year, the Associate Dean for Academic Affairs shall issue a report to the Dean on the proceedings and outcomes of the proceeding year's ARHU Committee on Programs, Courses, and Curricula. The report shall be circulated to the members of Administrative Council and Collegiate Council, and others as determined by the Dean.

Section 4.03 Technology Advisory Committee

(a) Membership

(i) The Dean shall appoint four (4) voting members to the Technology Advisory Committee (TAC). These appointees may be drawn from the TTK and PTK faculty, exempt and non-exempt staff, and/or graduate and undergraduate students of ARHU constituent units. The term is two years, non-renewable.

(ii) The Dean should manage appointments so as to assure representation across a broad spectrum of experience and competencies, especially in teaching-versus research-oriented technologies, broad representation from different units in the College, and the diversity representative of the constituent members of the College.

(iii) The Collegiate Council and Staff Council shall each elect one (1) voting member of the TAC. These elected members serve one-year terms, renewable upon re- election.

(iv) The committee chair, elected from among the appointed and elected committee members, shall serve a one-year term, and may not serve more than two consecutive terms.

(v) The *ex officio* members of the TAC are: the Assistant Dean of Academic Technology and Administrative Operations, the Assistant Director of Academic Technology, and the Director of the Maryland Institute for Technology in the Humanities (MITH). Other *ex officio* members may be appointed at the discretion of the Dean. *Ex officio* members have voice but not vote.

(vi) The Dean may create appropriate subcommittees and empower them to address particular issues.

(b) Functions

(i) To advise the Dean and other members of the College on strategy, policy, and resource allocation in the use and application of technology in scholarship, instruction, and creative activities within the College.

(ii) To review periodically existing policies and recommend new policies governing the purchase, use, and support of IT equipment and software, facilities, and other infrastructure within the College, subject to approval from the Dean.

(iii) To review requests for College funds for instructional technology, and to make recommendations to the Dean on the allocation of those funds.

(c) Meetings

(i) Meetings shall be held periodically on a schedule coordinated by the chair and the Assistant Dean of Academic Technology & Administrative Operations as required by the business before the committee. The elected chair presides.

(ii) Advisory votes may be taken by voice, a show of hands, straw polling, or electronic balloting. Secret ballots may be used upon the request of two members present. Absentee and proxy balloting is permitted. A measure shall pass with a simple majority of votes.

(d) Reporting

(i) In close cooperation with Academic Computing Services, the Technology Advisory Committee shall regularly distribute news and information about IT developments and opportunities in the College.

(ii) No later than the start of the new academic year, the Assistant Dean of Academic Technology & Administrative Operations shall issue a report to the Dean on the proceedings and outcomes of the Technology Advisory Committee in the preceding year. The report shall be circulated to the members of Administrative Council and Collegiate Council, and others as determined by the Dean.

Article V. The Collegiate Council

Section 5.01 Mission and Scope

(a) The Collegiate Council is the chief body of shared governance in the College of Arts and Humanities.

(b) The business of the Collegiate Council shall be consistent with the *Policy on Shared Governance in the University System of Maryland* and the *Plan of Organization for Shared Governance at the University of Maryland, College Park*.

Section 5.02 Membership

(a) The Collegiate Council membership shall include elected representatives of the constituent members of the College of Arts and Humanities. Members shall be selected as follows:

(i) Each academic unit of the College shall elect one TTK representative and one alternate who shall attend and vote in the absence of the elected representative to the Collegiate Council. The election of TTK representatives to the Collegiate Council shall be determined by each constituent academic unit's plan of organization.

(ii) The PTK faculty shall be represented on the Collegiate Council by At-Large members elected from among all PTK in all academic, research, and presenting units of the College. The number of At-Large representatives on the Collegiate Council shall be equal to the number of ARHU At-Large members apportioned to the University Senate.

(iii) The seated At-Large PTK representatives and two alternates shall be chosen in College-wide elections overseen by the Council Vice Chair. Candidate and voter eligibility are set at a 2-2 courseload or equivalent FTE.

(iv) The Collegiate Council shall include one (1) exempt At Large staff member

and one (1) non-exempt At Large staff member, each elected by the Staff Council, consistent with Article VI of this Plan .

(v) The Collegiate Council shall include one (1) At Large undergraduate representative and one (1) At Large graduate representative, each elected from among the respective constituents. Each seated At Large student representative and two alternates for each constituent student group shall be selected in College-wide elections overseen by the Council Vice Chair.

(vi) All Council members shall be confirmed in time to be seated by the first meeting of the academic year.

(vii) Council members shall serve two-year terms and no member shall serve more than two successive terms.

(viii) The Dean and the Dean's representatives, if any, shall have voice, but not vote, in the Collegiate Council.

Section 5.03 Officers

(a) At the first meeting of an academic year, the Council members shall elect a Chair, Vice Chair, and Secretary. Officers shall be elected from and by the elected members of the Collegiate Council. The Chair shall preside over all meetings or, in the absence of the Chair, the Vice Chair shall preside. The Secretary shall take minutes.

(b) The Collegiate Council may recall any elected officer by a two-thirds majority vote of the members. Any recall vote must be by secret ballot.

Section 5.04 Functions of the Collegiate Council

(a) To act as the chief representative and advocate of the constituent members of the College.

(b) To consult with the Dean, academic and administrative unit heads, and other administrators regarding academic and administrative matters before the College.

(c) To communicate matters of academic and administrative policy to College's constituent members.

(d) To solicit information and opinion of the College constituent members on academic and administrative matters before the College.

(e) To participate in crafting, periodic revision, and approval of the College strategic plan.

(f) To promote excellence in instruction, research, and creative activities, and to advise the Dean on long-range plans for the professional and physical development of the College.

(g) To administer the regular or special election of PTK representatives to the Senate and all faculty, staff, and student At-Large representatives to the Collegiate Council, consistent with the procedures in this Plan and the Plan of Organization for Shared Governance at the University of Maryland, College Park.

(h) To facilitate communication among the constituent units and members of the College.

(i) To oversee the periodic review of the College Plan of Organization, as specified in Article VIII.

(j) To oversee amendments to the College Plan of Organization, as specified in Article XI.

(k) To review and approve unit-level plans of organization, as specified in Article VIII.

(l) To elect representatives to the Administrative Council, the Academic Planning and Advisory Committee, and the Technology Advisory Committee, as provided in this Plan.

(m) To supply the Dean with slates of candidates from which the Dean may consider appointments to the councils, committees, task forces, and other administrative, deliberative, and/or advisory bodies described in this plan.

(n) To advise the Provost and any committee appointed by the Provost on the selection or renewal of the Dean of the College. This function includes, but is not limited to: advising the Provost on procedures for the search, forwarding the names of candidates to be considered by the search committee, forwarding concerns of the faculty of the College on matters regarding the selection of Dean, and responding to requests from the search committee for evaluation of the candidates.

Section 5.05 Subcommittees

(a) The Council may establish subcommittees, task forces, and ad hoc committees, when deemed necessary. These special committees shall function until discharged by the Council.

(b) Special committees shall report regularly to the Collegiate Council as required.

Section 5.06 Meetings

(a) The Collegiate Council shall meet at least three times each semester. A quorum shall be a simple majority of the elected members.

(b) Meetings shall be open to all constituent members of the College and to others that the Council may admit. By a majority vote of the elected

members, the Council may call for a closed meeting.

(c) Executive summaries of the minutes of each meeting shall be posted to the College website.

Section 5.07 Voting

(a) Votes shall be taken by voice, a show of hands, straw polling, or electronic balloting. Secret ballots shall be used upon the request of two members present. Absentee and proxy balloting is not permitted.

(b) A measure shall pass with a simple majority of votes, unless otherwise indicated in this Plan of Organization.

Section 5.08 Relationship to the Dean of the College

(a) Measures passed by the Collegiate Council are subject to review by the Dean and, when necessary, by the Senate, the Provost, the President, and/or the Board of Regents.

(b) The Office of the Dean shall assist the Council in the discharging of its official business. This shall include assistance with the annual plenary, elections and referenda, the review of plans of organization, and any other business involving shared governance.

Article VI. The Staff Council

Section 6.01 Membership

(a) The Staff Council shall consist of twelve (12) members elected from among the exempt and non-exempt regular staff of the constituent units of the College. All members serve At-Large.

(b) Each academic, research, or programming unit of the College shall be invited to nominate at least one candidate for election to the Staff Council. Self-nominations will also be solicited.

(c) All regular exempt and non-exempt staff in the College shall be eligible to vote for the At-Large representatives. Elections should be held prior to Spring Commencement.

(d) Elected members shall serve for a term of two years from July 1 after selection and may not serve for more than two successive terms.

(e) The Assistant Dean for Academic Technology & Administrative Operations shall serve as an ex-officio member of the Staff Council.

(f) The Staff Council may establish special subcommittees, task forces, and ad hoc committees, when deemed necessary and shall appoint (or delegate the

appointment) of their members. These special committees shall function until discharged by the Council.

Section 6.02 Officers

(a) Officers of the Staff Council are the Chair and Vice Chair.

(b) Officers shall be elected from and by the elected members of the Staff Council. The Chair shall preside over all meetings or, in the absence of the Chair, the Vice- Chair shall preside.

Section 6.03 Functions

(a) To facilitate a healthy, civil College culture.

(b) To identify and address common issues directly affecting staff, both exempt and non-exempt.

(c) To communicate matters of academic and administrative policy to College staff and respond to their concerns.

(d) To actively solicit information and opinions from College staff on pending College matters and communicate such information to the Dean.

(e) To receive and consider recommendations from the Dean and College community on matters of College concern by providing a staff perspective.

(f) To participate in the promotion of excellence in instruction, research, and creative activities; and advise the Dean on long-range plans for professional and physical development of the College.

(g) To promote collegial referenda and set guidelines for selection of Council members.

(h) To facilitate College communication through various means of information dispersal.

(i) To propose changes in the College Plan of Organization.

(j) To elect one exempt and one non-exempt member of the Staff Council to serve on the Collegiate Council.

(k) To recommend staff representation on search committees charged with the responsibility to select a new dean of the College.

(l) To sponsor, facilitate and promote professional and personal development of all staff.

(m) To facilitate networking opportunities for staff of the College.

Section 6.04 Meetings

(a) The Staff Council shall meet at least five times during the fiscal year. A quorum shall be a majority of the elected members. Meetings shall be open to all staff of the College and to others that the Council may admit.

(b) Votes shall be taken by voice or a show of hands. Secret ballots shall be used upon the request of two members present. Absentee and proxy balloting is permitted.

(c) A measure shall pass with a simple majority of votes.

Section 6.05 Relationship to the Dean

(a) Activities of the Staff Council must be consistent with guiding Memoranda of Understanding for exempt and non-exempt staff. Recommendations from the Staff Council will be submitted to the Dean for consideration. If the Dean does not agree with a recommendation of the Staff Council, the Dean shall state the reasons in writing. Any recommendation made by the Staff Council as it pertains to bargaining unit employees on any subject which constitutes a mandatory subject of bargaining may not be approved, finalized or implemented by the University until the University notifies and bargains with AFSCME.

(b) The Office of the Dean shall furnish assistance to the Staff Council and to its committees in the discharging of official business. This shall include assistance with the selection of representatives and any other business involving the staff of the College.

Article VII. Student Councils and Societies

Section 7.01 The undergraduate and graduate student constituent members of the College may establish democratically-organized student councils and/or societies. Such bodies may be organized by degree program (e.g., BA, MA, MFA, PhD, etc.), academic standing, or shared thematic interests, but they shall not be exclusive to a single academic program, a function reserved for unit-level shared governance.

Section 7.02 The student bodies shall convey the interests and concerns of their respective constituents to the Collegiate Council and to the Dean, and they will convey information from the Collegiate Council and the Dean to their constituents.

Section 7.03 The structures and functions of each student council or society shall be determined by its plan of organization.

Section 7.04 For a student council or society to be formally recognized by the College, the Dean and the Chair of the Collegiate Council shall be extended ex officio status with the right of voice but not vote.

Article VIII. Periodic Reviews

Section 8.01 Periodic Review of Officers of the College

(a) All chairs and directors shall be reviewed on a regular basis, typically every five years unless otherwise determined by the Dean or Provost. Such reviews shall conform to UMD Policy, chiefly the *University of Maryland Policy on the Review of Department Chairs and Directors of Academic Units*.

(b) In conducting the review of chairs and directors, the Dean or Provost is expected to seek broad representation and input from the unit's constituent members. The review committee should reflect the variety of research and curricular subfields in the unit, as well as the diversity of the unit's constituent members.

Section 8.02 Periodic Review of Units of the College

(a) Periodic review of the constituent units of the College shall conform to UMD Policy, chiefly the *University of Maryland Policy on the Review of Academic Units*.

(b) Academic units, administrative units, and research centers shall be reviewed on a regular basis, typically every five to seven years unless otherwise determined by the Dean or Provost.

(c) In conducting the review of constituent units of the College, the Dean or Provost is expected to seek broad input from the unit's constituent members. The review committee should include the unit's various faculty ranks, staff and students. The review committee should reflect the variety of research and curricular subfields in the unit, as well as the diversity of the unit's constituent members.

Section 8.03 Periodic Review of the College Plan of Organization

(a) The periodic review of the College Plan of Organization shall conform to the appropriate provisions of the *Plan of Organization for Shared Governance at the University of Maryland, College Park*.

(b) The College Plan of Organization shall be reviewed every ten (10) years. Reviews may take place sooner if any of the following conditions is met: 1) the University Senate mandates a review; 2) by a majority vote of its elected members, the Collegiate Council mandates a review; or, 3) the Dean mandates a review.

(c) A periodic review shall be conducted by the members of the Collegiate Council. The Council Chair chairs the review committee.

(d) In the event that the Plan or any of its component parts is found to be inconsistent with the *Plan of Organization for Shared Governance at the University of Maryland, College Park* and/or any System or Campus policy, the review committee shall propose amendments. Amendments shall be adopted consistent with Article XI.

(e) Every ten (10) years, the College Plan shall be submitted to the Senate for review and approval, unless otherwise required.

Section 8.04 Periodic Review of Unit-Level Plans of Organization

(a) The periodic review of a unit's Plan of Organization shall conform to the appropriate provisions of the *Plan of Organization for Shared Governance at the University of Maryland, College Park*.

(b) Each unit Plan of Organization shall be reviewed every ten (10) years. Reviews may take place sooner if any of the following conditions is met: 1) the University Senate mandates a review; 2) the constituent members of the unit mandate a review in a manner consistent with the unit plan; or, 3) the Dean mandates a review.

(c) The review shall be conducted consistent with the unit plan of organization.

(d) In the event that a unit Plan or any of its component parts is found be inconsistent the *Plan of Organization for Shared Governance at the University of Maryland, College Park*, the College Plan of Organization, and/or any System or Campus policy, the unit review committee shall propose amendments. Amendments shall be adopted consistent with the unit Plan of Organization.

(e) Every ten (10) years, or whenever substantive amendments are adopted, each unit Plan shall be submitted to the Collegiate Council for review. Unit-level plans found not to be in compliance will be returned for revision. Notice of noncompliance will be sent to the unit head in question.

Article IX. Non-Compliance

Section 9.01 Any constituent member of the College may file a written complaint on non-compliance with the College Plan of Organization. Complaints are to be filed with the Chair of the Collegiate Council.

Section 9.02 Upon receipt of a written complaint, the Chair shall consult confidentially with the Vice Chair and/or the Dean. Depending on the nature of the complaint, the Chair may also consult with the Senate and/or establish an ad hoc committee of the Council to investigate the matter and take appropriate measures.

Article X. Annual Plenary

Section 10.01 The constituent members of the College shall be invited to gather in plenary session during the Spring semester of each academic year. The Chair of the Collegiate Council presides. In the Chair's absence, the Vice Chair presides.

Section 10.02 The topic and format of the annual plenary may vary, but it is to be expected that the Collegiate Council Chair will report to the constituent members present on important matters before the College.

Section 10.03 The Collegiate Council may invite the Dean and other guests to address the plenary with respect to College concerns. The Dean and other invitees shall have voice but not vote in the plenary.

Section 10.04 The Chair or Vice Chair of the Collegiate Council may present to the constituent members assembled at the plenary a resolution for open debate and vote. Ten business days prior to the plenary, the Chair or Vice Chair must circulate the resolution to all constituent members of the College, normally in electronic form.

Section 10.05 Any constituent member present at plenary may make a motion to call for a College-wide referendum on any resolution presented by the Chair or Vice Chair. The motion for a referendum shall carry if it receives the support of twenty-five other constituent members present at the plenary. Votes may be taken by a show of hands or secret ballot.

Section 10.06 In the referendum on a resolution approved at the plenary, authenticated electronic balloting will be open to TTK faculty, PTK faculty at a 2-2 courseload or equivalent, regular exempt staff, and regular non-exempt staff of any constituent unit of the College for a period of five business days starting the Monday following the plenary. The resolution(s) shall pass with a majority of votes cast.

Article XI. Amendments and Ratification

Section 11.01 Amendments

(a) Amendments to the Plan of Organization may be proposed by any group of five (5) Collegiate Council members or by a petition signed by twenty-five (25) or more constituent members of the College, at least fifteen (15) being TTK faculty. The proposed amendment(s) shall be submitted to the Collegiate Council Chair.

(b) The Collegiate Council shall discuss the text of any proposed amendment at two successive meetings and then vote upon any proposed amendment(s). A quorum of elected members must be present at both meetings.

(c) Amendments that are approved by a majority vote of the Collegiate Council shall be submitted to a Collegiate referendum. All TTK, all PTK faculty at a 2-2 courseload or equivalent, all regular exempt, and all regular non-exempt staff of any constituent unit of the College are eligible to vote. Voting will be by secret electronic ballot, and vote tallies will be reported by group (i.e., TTK faculty, PTK faculty, exempt staff, and non-exempt staff). The amendment shall pass by majority vote of all votes cast.

(d) Following a positive referendum vote, amendments to the Plan of Organization are subject to the review of the Dean and the University Senate and, when necessary, the Provost, the President, and/or the Board of Regents.

Section 11.02 New Plan of Organization

(a) The Collegiate Council shall convene a subcommittee representative of the College constituent members and units to draft a new Plan of Organization when any of three conditions is met: 1) a resolution to draft a new plan approved at the annual plenary garners a majority vote in a College referendum; 2) a resolution to draft a new plan garners the vote of 60% of Collegiate Council members; 3) a resolution to draft a new plan garners the support of 60% of ARHU academic units, as expressed by votes of each unit's principal body of shared governance.

(b) The new Plan of Organization shall be submitted to the College constituent members for approval in a referendum conducted in the same manner as a referendum to approve amendments to the Plan. The new Plan of Organization shall be approved if it receives either 60% of all votes cast or 50% of the votes of all TTK faculty in the College.

(c) Following a positive referendum vote, a new Plan of Organization is subject to the review of the Dean and the University Senate and, when necessary, the Provost, the President, and/or the Board of Regents.

Section 11.03 Ratification

(a) The Plan of Organization of the College, and any amendments thereto, shall be filed with the University Senate for review to ensure compliance with relevant System and Campus policies on shared governance.

(b) If, after receiving the reports of the appropriate Senate committee(s), the Senate agrees that the College Plan is in compliance, it will be approved. If not, the Plan will be returned to the College for revision.

(c) The most recent approved Plan of Organization remains in effect until the Senate and the President of the University approve a new or amended Plan.

This document replaces the existing ARHU Plan of Organization (as amended and approved by the Collegiate Council on May 2, 2014).

Appendix 1: 2004 ARHU Plan of Organization

COLLEGE OF ARTS AND HUMANITIES
PLAN OF ORGANIZATION

PREAMBLE

The faculty of the College of Arts and Humanities, in conjunction with its Dean, students, and staff, promulgate this Plan of Organization to promote the goals of self-governance and educational excellence.

The Plan affirms the interrelationship of educational excellence, faculty self-governance, and an organized student and staff presence. It seeks, within the constraints imposed by the hierarchical administrative structure of the University, to provide faculty members with an active and important role in all decisions that affect their responsibilities and rights as instructors and scholars.

Consequently, the Plan asserts the primacy of democratic principles of governance among the faculty of the College. At the same time, it acknowledges the pre-eminent administrative role of the Dean, whose authority is derived from the Board of Regents. It also provides the opportunity for staff and students to affect the policies of the College through their own democratically organized institutions.

I. UNITS AND ADMINISTRATORS

A. Academic and Administrative Units: Constituent Units and Governance

1. **Constituent Units:** The College of Arts and Humanities consists of academic units and administrative units. The academic units are the Departments of American Studies, Art, Art History and Archaeology, Classics, Communication, Dance, English Language and Literature, History, Linguistics, Philosophy, Theatre, and Women's Studies; the School of Music, the School of Languages, Literatures, and Cultures, the Myerhoff Center for Jewish Studies, and the Comparative Literature Program. The administrative units are the Art Gallery, Center for Latin American Studies, Center for Nineteenth-Century Music, Center for Renaissance and Baroque Studies, Clarice Smith Performing Arts Center, Consortium on Race, Gender and Ethnicity, David C. Driskell Center for the Study of the African Diaspora, Latin American Studies Center, Maryland English Institute, Maryland Institute for Technology in the Humanities, and the National Foreign Language Center.

2. **Governance of Academic and Administrative Units**

    a. Each academic unit shall have a Plan of Organization and shall file it with the College Office.

    b. All academic units shall be organized on the basis of faculty self-governance. Each Department and Program shall have appropriate provisions for staff and student participation, as stipulated in Article 11 of the Campus Plan of Organization.

    c. The Dean or higher-level administrators shall consult with the Chair and/or representatives of department faculty before making decisions affecting the internal functioning of academic units or the responsibilities and rights of its members.

    d. Each administrative unit shall have a Director, selected by the Dean after consultation with the Faculty Advisory Board of the unit. The Director will report regularly to the Dean and the Advisory Board.

B. College Committees:

1. **Administrative Council:**

   a. The Council consists of the Dean, Chairs and Directors of all academic and administrative units, the Chair of the Collegiate Council, Associate and Assistant Deans, and appropriate Dean's staff. The voting members of this body are the Dean, the department Chairs, and Directors. The Dean presides at all Council meetings.

   b. The Council shall meet regularly during the academic year, at the request of the Dean or of a majority of its members, to discuss Collegiate issues and concerns and to disseminate administrative information. One member of the Executive Committee of the Collegiate Council and the Dean shall regularly report the substance of these discussions to the Collegiate Council. One officer of the Collegiate Council Executive Committee shall attend meetings of the Administrative Council. The Dean may also invite other members of the Collegiate Council, College faculty and students, and others to attend and to participate in Council meetings, as appropriate.

2. **Academic Planning Advisory Committee**

   a. **Membership:** This committee is composed of: the Dean, the College's Financial Officer, the College's Equity Officer, the Associate Dean for Faculty Affairs, the Associate Dean for Student Affairs, 2 members selected by the Administrative Council from among the Chairs of the College's academic units, 2 members selected from the Collegiate Council, and 5 members of the faculty appointed by the Dean with the advice and consent of the Collegiate Council.

   b. **Selection of members:** Members selected by the Administrative Council and the Collegiate Council shall be elected for a two year term, with one member elected each year. In the case of a vacancy in the middle of a term, the appropriate body should select a replacement to fill out the term. Members may not serve longer than two years. Appointments by the Dean shall be made annually, with members eligible to be reappointed for a second year of service. The Dean should manage his/her appointments so as to assure both experience and new perspectives on the committee. In addition, the appointments shall draw membership from as many different units of the College as possible and shall strive to provide the committee with diversity in gender and ethnicity.

   c. **Functions:**

      i. To review and make recommendations to the Dean regarding strategic plans of the College's units. To deliberate and advise the Dean in preparing the College's strategic plan.

      ii. To review and advise the Dean on the College's reversion and reallocation decisions in accord with guidelines supplied by the Campus.

      iii. To review and make recommendations to the Dean regarding Directed Research Initiative Fund (DRIF) requests. To review and make recommendations to the Graduate School about supplemental funding for College projects.

iv. To review and make recommendations to the Dean on the financial implications of proposals for new programs and curricula or for substantial changes in existing courses or curricula.

v. To respond to any other requests from the Dean for advice on other business before the College with implication on resource allocation among the programs and priorities of the College.

d. **Subcommittees:** The committee may create appropriate subcommittees and empower them to address particular functions or issues. Subcommittee membership should attend to the diversity mandated for the committee membership.

e. **Meetings:** Meetings shall be called by the Dean as required by the business before the committee, or in response to written request of five members of the committee. The Dean or his/her designatee shall preside at meetings of the committee.

f. **Voting:** Ex-officio members of the Committee — the Dean, the College's Financial Officer, the College's Equity Officer, the Associate Dean for Faculty Affairs, the Associate Dean for Student Affairs — shall serve with voice but without vote.

C. Administrative Officers: Selection and Duties

1. **The Dean:**

a. **Selection of the Dean.** The Dean shall be selected according to the procedures established by the institution. The faculty of the College expect the following rights to be respected in the procedures for the search:

i. The procedure should include consultation with the Collegiate Council as the representative faculty body of the College. This consultation should include, but is not limited to, procedures for the search, nominations for membership on the search committee, potential candidates for the office, and appropriate avenues of response to a list of candidates.

ii. The composition of the committee should include membership by faculty of the college. In most cases, a majority of the committee should be drawn from the faculty of the college.

iii. During the search, those conducting the search should continue to inform the faculty of the College of its progress and of opportunities for their participation.

iv. Prior to the appointment of a candidate, the faculty of the College should have the opportunity to forward information and opinion about candidates.

b. **Duties of the Dean:**

i. To act as chief administrative officer of the College with responsibility to implement and execute College and University regulations and policies.

ii. To provide leadership in setting standards for academic excellence and in stimulating research, performance, and teaching. To foster conditions conducive to service by the College's faculty.

iii. To act as the chief representative and advocate of the College in the University administration and Community.

iv. To bear the final responsibility for the budget of the College and its academic and administrative units.

v. To make recommendations with respect to all collegiate promotions and appointments carrying tenure; to review non- tenured appointments in academic and administrative units. In each case the dean shall follow the procedures specified in applicable University regulations.

vi. To promote Affirmative Action policies within the College.

vii. To maintain an advising system for students in the College and to certify the completion of their degree requirements.

viii. To serve as an ex-officio member of the Collegiate Council, with voice but no vote, and to seek the Council's advice and/or consent, as specified in the Plan of Organization.

ix. To preside at meetings of the Administrative Council and to seek the advice of its members on appropriate College business.

x. To enforce implementation of the Plan of Organization.

xi. To form ad hoc committees after due consultation with the Collegiate Council.

xii. To report annually to the Collegiate Council on the state of the College.

2. **Department Chairs and Program Directors:**

   a. **Selection:** After consultation with the affected unit's Faculty Advisory Committee or after alternative consultation specified in the unit's Plan of Organization, the Dean shall appoint a committee to conduct the search. A majority of the members of the committee shall be from the Department or Program. The Search Committee shall solicit names of nominees from the members of the unit and shall apprise the unit of the progress of the search. All members of the Department or Program shall have the right to submit evaluations of recommended candidates to the Search Committee, the Dean, and the Provost. The Dean shall forward to the Provost his nominee from a list of names proposed by the Search Committee.

   b. **Duties of the Chair and Director:**

      i. To act as the chief representative and advocate for the unit.

      ii. To promote superior teaching, service, performance, and research among faculty members.

      iii. To plan and administer the unit's budget, subject to consultation and review by the Dean.

      iv. To make recommendations with respect to tenure and non- tenure appointments and promotions, as specified in applicable University regulations.

v. To promote faculty recruitment and renewal and to promote Affirmative Action policies.

vi. To administer the curriculum and related programs and to maintain appropriate advising systems for students.

vii. To solicit the active participation of the faculty in Departmental or Program affairs and to communicate policies to faculty members.

D. Review of Units and Officers:

Academic Departments and Programs, Administrative Units, and Administrative Officers (the Dean, Chairs, and Directors) shall be reviewed regularly, as specified in Appendix, I.C.

II. COLLEGIATE REPRESENTATION AND GOVERNANCE

A. Collegiate Council:

1. **Functions:**

a. To act as the chief representative and advocate of the faculty of the College.

b. To consult with the Dean, Department and Program Chairs and Directors, and other Collegiate administrators regarding programs within the College.

c. To communicate matters of academic and administrative policy to College faculty and to respond to their concerns.

d. To actively solicit information and opinion from College faculty on pending College matters and to communicate such information to the Dean.

e. To receive and consider recommendations from the Dean or the Provost and to advise the Dean, University administrators and community on matters of College concern.

f. To promote excellence in instruction, research, and creative activities, and to advise the Dean on long-range plans for the professional and physical development of the College.

g. To supervise Collegial referenda and set guidelines for election of Council members and Senate representatives.

h. To facilitate College communication via forms, discussions, electronic information dissemination, and any or all other means of information dispersal.

i. To review and approve proposals for courses and curricula from units.

j. To propose changes in the Plan of Organization and to propose and approve changes in its Appendices.

k. To consult with the Provost, the search committee, and the President on selection of the Dean of the College. This duty includes, but is not confined to: advising the Provost on procedures for the search, forwarding concerns of the faculty of the College on matters regarding the selection of Dean, forwarding the names of candidates to be considered by the search committee, and responding to requests from the search committee and/or the appointing officer for evaluation of the candidates.

2. **Relationship to the Dean:**

   Decisions of the Collegiate Council (excluding proposals to amend the Plan of Organization, as per Section V) are subject to approval by the Dean and, when necessary, by the Campus Senate, the Provost, the President, and the Board of Regents. When approved, the Dean, the Collegiate Council, and/or the appropriate administrator or committee shall put them into effect. If the Dean does not approve a policy decision of the Collegiate Council, the Dean shall state the reasons in writing. In such cases, the Collegiate Council may seek the support of the Campus Senate and/or the President.

3. **Collegiate Support:**

   The College, through the Office of the Dean, shall furnish assistance to the Collegiate Council as a whole, and to its committees, in the discharging of official business. This shall include assistance with elections and referenda, the processing of academic proposals, and any other business involving educational programs and development of the College and its faculty.

4. **Composition:**

   a. The Dean shall have voice, but not vote, in the Collegiate Council.

   b. Each academic unit shall elect one member (and one alternate who shall attend and vote in the absence of the elected representative) from among its faculty. Faculty representatives shall serve a term of two years from July 1 after election and may not serve for more than two successive terms. Elections should be held prior to April 30th each year.

   c. The Executive Committee shall name one undergraduate student, one graduate student, and one staff member to the Collegiate Council. These representatives shall have voice, but not vote, in the deliberations of the Council and each shall come from a different academic unit within the College. If staff and students are represented in their own Councils, as described in Part III of this Plan, then their Collegiate Council representatives shall come from those bodies. Student and staff members shall serve for a term of two years from July 1 after selection, and may not serve for more than two successive terms.

   d. Procedures for the election, disqualification, and recall of Collegiate Council members are described in the Appendix at II. A. 4 d.

5. **Meetings:**

   The Collegiate Council shall meet at least three times each semester. A quorum shall be a majority of the elected members. Meetings shall be open to all faculty of the College and to others that the Council may admit. Procedures for calling special meetings and making decisions in the absence of a quorum are described in the Appendix at II. A. 5.

6. **Officers:**

   Officers of the Collegiate Council are the Chair, Vice-Chair, and Secretary. Officers shall be elected from and by the elected members of the Collegiate Council. The Chair shall preside over all meetings or, in the absence of the Chair, the Vice-Chair shall preside. Procedures for election are described in the Appendix at II. A. 6.

B. Collegiate Council Committees

1. **Structure:**

a. The standing committees shall be as follows:

i. Executive Committee

ii. Committee on Appointments, Promotion, and Tenure

iii. Committee on Programs, Courses, and Curricula

iv. Committee on New Technologies

b. The Council may establish special committees and shall appoint (or delegate the appointment) of their members. These committees shall function until discharge by the Council.

c. All faculty members eligible to vote in elections for the Collegiate Council may serve on its committees. Members of standing and special committees shall serve for one year and may be reappointed for one successive year. The composition of all committees shall be public information, available to all members of the College's faculty.

d. The Dean may appoint an ex-officio member, with voice but not vote, to each Council committee. The Dean may also establish special committees after due consultation with the Collegiate Council.

e. The Chair of each standing committee shall report regularly to the Collegiate Council and shall annually submit a written report for the Council. On the recommendation of the Executive Committee, the Collegiate Council may recall and replace the chair or a member of a committee by a two- thirds majority vote.

f. Every fifth year, the Chair of the Collegiate Council shall appoint an ad hoc committee to review the Plan of Organization and to recommend changes, as necessary.

2. **Specific Committees:**

a. **Executive Committee:**

i. Membership: The Executive Committee shall include the Dean, who shall have voice but not vote in its deliberations, the officers of the Collegiate Council, and one additional member of the Council, as elected by the Council. The Chair of the Council shall serve as its Chairperson. The Committee may delegate the Chair to act on its behalf. The Committee may invite non-members to assist the Committee and the Council in its deliberations; non-members shall have voice but not vote.

ii. Functions: (a) To act for the Council in intervals between meetings. (b) To prepare the agenda for Council meetings. The Committee shall invite the Dean to report to the Council on a regular basis and shall solicit reports from Chairs of standing and special committees. The Council may direct that items be placed on the agenda, and Council members may suggest items for inclusion. (c) To undertake special projects or activities as directed by the Council as a whole.

iii. Elections: The Executive Committee shall be elected annually at the last meeting of the Collegiate Council each spring. The Committee shall serve during the following year.

iv. Meetings: The Executive Committee shall meet at least once each semester, at the call of its Chair. The quorum for the committee is three members. It shall meet before the first session of the year of its term to draw up a list of priorities for consideration by the Council at its first meeting.

b. **Committee on Appointments, Promotions, and Tenure:**

i. Membership: The Dean, with the advice and consent of the Collegiate Council Executive Committee, shall appoint the committee members. The Committee shall consist of five members; all members shall hold the rank of full professor. Members shall serve one year, and may be reappointed by the Dean, with the advice and consent of the Collegiate Council Executive Committee, for one successive year. Insofar as possible, the committee should contain members in both their first and second year of service. The Dean should manage appointments so as to assure representation across a broad spectrum of units in the College, along with diversity in gender and ethnic background.

ii. Functions: The committee shall deliberate in confidence and shall then make written recommendations on all cases of tenure, promotion, or appointments to the ranks of Associate and Full Professor. The Committee shall conduct its business in accordance with the policies set out in “The UMCP Policy on Appointment, Promotion, and Tenure of Faculty” (approved by the Chancellor March 26, 1993) and the “College of Arts and Humanities APT Procedures” (Approved by Collegiate Council in October, 1993).

iii. Reports: The committee shall review its own policies and procedures at least every three years and report the results to the Collegiate Council. The committee shall also review the policies and procedures on tenure and promotion employed by academic units and, through the Collegiate Council and the Dean, suggest appropriate changes.

iv. A formal review for reappointment of each probationary faculty for reappointment will be conducted no later than the third year following the initial appointment. The chair and the departmental APT committee will conduct this review as specified in the unit’s Plan of Organization. In addition, each probationary faculty member will receive annual written assessments of his or her progress in the areas of teaching, research, and service; advice and guidance regarding actions that might further career goals; and any recommendations for changes in activities, emphases, or both. This annual assessment will be presented to the probationary faculty member and signed as seen; such acknowledgement does not imply agreement with the assessment offered in the review. The probationary faculty member has the right to submit an alternative or reactive statement to the annual review, and to have that included in his or her permanent file.

c. **Committee on Programs, Courses, and Curricula**

i. Membership: The Dean, with the advice and consent of the Collegiate Council Executive Committee, shall appoint members. The committee shall consist of five faculty, one undergraduate student, and one graduate student. The Dean should manage appointments so as to assure representation across a broad spectrum of units in the College, along with diversity in gender and ethnic background.

ii. Functions:

(a) The committee reviews and makes recommendations to the Dean on all proposals for new programs and curricula, all courses (new or existing) related to such proposals, all proposals for new courses or for substantial changes in existing courses or curricula. The Committee, in making its recommendations, shall consider the soundness of the proposal, evidence of need and availability of resources, appropriateness of sponsoring groups, assurance of non-duplication, and conformity with established priorities, goals, and existing regulations.

(b) The committee shall formulate and recommend to the Collegiate Council the academic priorities of the College regarding undergraduate and graduate programs and interdisciplinary and interdivisional studies. The committee shall review and recommend policies concerning matriculation and retention within the College, Collegiate degrees, honors programs of the academic units within the College, and other matters pertaining to the instructional program of the College.

d. **Committee on New Technologies**

i. Membership: The Committee is composed of 5-7 faculty members, including a member elected by and from among the Collegiate Council, a staff or faculty member representing an academic support unit, research center, or gallery; one full-time lecturer, one full-time graduate student in a College program, plus the following ex officio members: the Director of Academic Computing, the Associate Director of Academic Technology, and the Director of the Maryland Institute for Technology in the Humanities (MITH). Other ex officio members may be appointed at the discretion of the Dean.

Appointments of the faculty members and graduate student shall be made by the Dean, after consultation with the Chair of the Committee, and with the advice and consent of the Collegiate Council Executive Committee. The Dean should manage appointments so as to assure representation across a broad spectrum of experience and competencies, especially in teaching-versus research-oriented technologies, broad representation from different units in the College, and diversity in gender and ethnic background. No unit within the College shall have more than one member on the committee at a given time.

The Chair shall serve a two-year term, renewable for a second two-year term. Other faculty members shall serve two-year terms and may not serve consecutive terms. Nonconsecutive terms must be separated by a period of no less than one academic year. Faculty terms shall be staggered to assure continuity of membership.

ii. Functions: The committee advises the College on strategy and policy in the application of Information Technologies (IT) for scholarship, instruction, and creative activities. It also serves a communicative function by acting as a central clearinghouse for IT activities within the College. More specifically:

(a) Strategy: The committee will engage in activities designed to review existing strategies and develop new strategies for the use of IT in the College, especially in instruction, research, and creative activities.

(b) Policy: The committee shall regularly review existing policies and recommend new policies governing the purchase, use and support of IT equipment, facilities, and other infrastructure and personnel within the College, subject to approval from the Dean's Office.

Each year, normally in the spring semester, the committee shall review requests for College funds for instructional workstations and other IT equipment and software and shall make funding recommendations to the Dean's Office, special requests for College funding for IT.

(c) Communication: In close cooperation with Academic Computing Services, the committee shall regularly distribute news and information about IT developments in the College.

Once each academic year the Chair shall report to the Chair of the Collegiate Council to report on the committee's activities during the preceding year and discuss future plans.

III. STAFF AND STUDENT COUNCIL

The staff and the students associated with the College may create democratically organized bodies similar in character to the Collegiate Council. These Staff and Student Councils shall convey the interests and concerns of their respective constituents to the Collegiate Council and to the Dean, and they will convey information from the Collegiate Council and the Dean to their constituents. The Dean and the faculty shall have voice but not vote in these Staff and Student Councils. The powers of the Staff and Student Councils shall be determined by their Plans of Organization, as limited by the applicable policies of the Board of Regents.

IV. REVIEW OF UNIT GOVERNANCE

A. Every fifth year, the Chair of the Collegiate Council shall appoint an ad hoc committee to review unit Plans of Organization for compliance with the provisions of the College Plan and the University of Maryland, College Park Plan.

B. Plans found not to be in compliance will be returned for revision. Notice of noncompliance will be sent to the Chair, with a copy to the Chair of the Faculty Advisory Committee, of the unit in question. Approved Plans will be attached to the College Plan on file for submission to the Senate in conjunction with its own five-year review.

C. Upon receipt of a written complaint that procedures followed by a unit of the College are in violation of its approved Plan, the Chair of the Collegiate Council shall consult with the Dean concerning the complaint. Following consultation, the Chair may refer the matter to an appropriate person or office, or may set up an ad hoc committee to investigate the matter and report back to the Council. The Council shall provide a forum for discussion of complaints deemed significant.

D. In the event that a unit of the College is found not to be in compliance with approved structures of the University and the College, the Collegiate Council may recommend that the Dean of the College take further appropriate action to enforce compliance.

V. AMENDMENT OF THE PLAN OF ORGANIZATION

A. Process of Amendment:

1. Amendments or revisions may be proposed by members of the Collegiate Council, committees of the Council, or by petitions signed by 25 full- time faculty members in the College.

2. The Collegiate Council shall discuss a proposed amendment at two successive meetings and then vote upon the proposal. Amendments that are approved by a majority of the Council members who are present and voting shall be submitted to a Collegiate referendum. Amendments that are not approved by a majority of the Council shall be submitted to a Collegiate referendum upon presentation to the Council of a petition signed by 75 full-time faculty members in the College.

3. Amendments shall become part of the Plan of Organization if, in the Collegiate referendum, they receive either: 60% of the votes of those voting; OR 50% plus one of the votes of all full-time faculty in the College. The Collegiate Council shall ensure that referenda are conducted in a timely, just, and appropriate manner.

4. Following a positive vote of the faculty, amendments to the Plan of Organization are subject to the approval of the Dean, by the Campus Senate and, when necessary, by the Provost, the President, and the Board of Regents.

B. Review: The Plan of Organization shall be reviewed every fifth year by a committee elected by the Collegiate Council. By a 60% vote of the Collegiate Council or by resolution of 60% of the academic units, a committee may be created at any time to draft a new Plan of Organization. Recommended revisions or amendments or a new Plan of Organization shall be submitted to a Collegiate referendum as described above.

C. Amendments to Appendices: Amendments to the Appendices of the Plan of Organization shall be approved by a 60% majority vote of the Collegiate Council. Proposed amendments to the Appendices shall be presented at a meeting of the Council and voted upon at a subsequent meeting.

VI. PLENARY SESSIONS

The faculty of the College will meet in plenary session during the Spring semester of each academic year. The Collegiate Council will report to the faculty and, as appropriate, request its approval of policies and procedures. Such proposals shall become College policy, upon receiving appropriate administrative approval, if they receive a majority of the votes of those faculty members present and voting. The faculty, meeting in plenary session, may also approve amendments to the Plan of Organization; such amendments must be approved by 60% of those present and voting or 50% plus 1 of the number of faculty members eligible to vote in the College.

The Collegiate Council shall invite the Dean to address the plenary session with respect to College concerns. The Dean shall have voice but not vote in the plenary session.

As Amended May, 2004

UNIVERSITY SENATE | TRANSMITTAL | #16-17-13

Senate Faculty Affairs Committee

Professional Track Faculty Merit Pay Policy

PRESENTED BY	**Patricio Korzeniewicz, Chair**
REVIEW DATES	**SEC – August 29, 2017 | SENATE – September 6, 2017**
VOTING METHOD	**In a single vote**
RELEVANT POLICY/DOCUMENT	**VII-4.00(A) – University of Maryland, College Park Policy on Faculty Merit Pay Distribution** **UM Guidelines for Appointment, Evaluation, and Promotion of Professional Track Faculty**
NECESSARY APPROVALS	**Senate, President**

ISSUE

In spring 2016, the Senate Leadership and the Office of the Faculty Affairs identified a conflict between the University of Maryland, College Park Policy on Faculty Merit Pay Distribution (VII-4.00[A]) and the UM Guidelines for Appointment, Evaluation, and Promotion of Professional Track Faculty related to merit pay for professional track (PTK) faculty. The UM Guidelines require that each College develop merit pay processes for PTK faculty, but the University policy on merit pay limits eligibility to tenured and tenure-track (T/TT) faculty. In September 2016, the Senate Executive Committee (SEC) voted to charge the Senate Faculty Affairs Committee (FAC) with identifying the best ways to incorporate PTK faculty into the merit system.

RECOMMENDATION(S)

- The Faculty Affairs Committee recommends that the University of Maryland, College Park Policy on Faculty Merit Pay Distribution (VII-4.00[A]) be amended to incorporate PTK faculty into merit pay processes, as shown in the policy document immediately following this report. The Faculty Affairs Committee has also developed the checklist immediately following this report to be used by Colleges and units to ensure unit merit processes meet the revised guidelines in the University's merit pay policy.
- The Faculty Affairs Committee recommends that each unit review the revised policy and either develop a merit pay plan for PTK faculty or revise the unit's existing merit pay plan to incorporate PTK faculty. As noted in the policy, merit pay plans should be submitted to the Senate Faculty Affairs Committee for review by August, 2018.
- In order to allow for the accurate recording and tracking of merit increases, the Faculty Affairs Committee recommends that the University's payroll system be updated to allow units to indicate that a salary increase has been made due to a change in its base-line pay scale for instructional faculty. The committee recommends "Market Adjustment" be added to the list of reasons for salary changes within the payroll system.

COMMITTEE WORK

The FAC began reviewing its charge in September 2016. The FAC consulted with the Office of Faculty Affairs, University Human Resources (UHR), and the Office of General Counsel (OGC) throughout its review. The FAC met with the Council of Deans and received feedback from department chairs. It reviewed the current policy and UM Guidelines, and reached out to specific Colleges and units representing different disciplines and unit sizes to gather information on how units are currently assessing excellence for merit among PTK faculty.

The FAC focused its review on how, where, and in what ways PTK faculty should be included in the merit system, as well as how to reconcile existing policies with each other and with current practices. The FAC concluded that it is important that PTK faculty have a consistent, fair, transparent merit review process that assesses and acknowledges performance and allows flexibility for units and Colleges to align merit processes with local needs.

In its review, the FAC found that many Colleges and units have already developed systems for merit reviews for PTK faculty. Practices for merit reviews vary across campus; units vary on whether one process covers all faculty or whether individual processes have been developed for specific groups of faculty; whether PTK faculty are reviewed by a committee or by those directly familiar with their work; and on the size and composition of committees in the units that use them. The FAC determined that the structure of the process should be left up to the unit, based on existing procedures, the relationship of the faculty within the unit, and the variance in faculty activity. However, the FAC also acknowledged the need for standard principles. In order to create consistency and ensure equity across units and Colleges, the FAC determined that PTK faculty with appointments of 50% FTE and above should be eligible for merit pay, and units should have flexibility to extend merit pay to faculty with appointments of less than 50% if they so choose.

The FAC considered available data on merit pay for PTK faculty and discussed administrative concerns at length. The committee found that technical realities related to how salary increases are entered into the payroll system inadvertently makes it impossible to collect complete and accurate data on how many PTK faculty are currently incorporated into a unit merit pay system. The FAC developed a recommendation to allow better tracking of this information over time. The FAC also considered budgeting strategies that the University is currently exploring to address concerns related to funding for merit pay. The FAC was encouraged to learn of the administration’s actions in this area, and suggested that the administration continue exploring solutions to improve funding for merit pay.

ALTERNATIVES

The Senate could choose not to approve the policy. However, there would remain an inconsistency between existing policy documents and guidance.

RISKS

There are no risks to the University.

FINANCIAL IMPLICATIONS

Financial resources will be needed to provide merit pay to PTK faculty.

UNIVERSITY SENATE | REPORT | #16-17-13
Faculty Affairs Committee

Professional Track Faculty Merit Pay Policy

2016-2017 Committee Members

KerryAnn O'Meara (Chair)
John Bertot (Ex-Officio Provost's Rep)
Michele Eastman (Ex-Officio President's Rep)
Madlen Simon (Ex-Officio CUSF Rep)
Jewel Washington (Ex-Officio Director of Human Resources Rep)
Leigh Ann DePope (Faculty)
Devin Ellis (Faculty)
Katie King (Faculty)
Patricio Korzeniewicz (Faculty)
Stefanie Kuchinsky (Faculty)
Brook Liu (Faculty)
James McKinney (Faculty)
Shirley Micallef (Faculty)
Larry Witzleben (Faculty)
Jianhua Zhu (Faculty)
Errica Philpott (Exempt Staff)
Lu Liu (Graduate Student)
Deirdre Quinn (Graduate Student)
Christian Knapp (Undergraduate Student)

Date of Submission

August 2017

BACKGROUND

In spring 2016, the Senate Leadership and the Office of the Faculty Affairs identified a conflict between the University of Maryland, College Park Policy on Faculty Merit Pay Distribution (VII-4.00[A]) and the UM Guidelines for Appointment, Evaluation, and Promotion of Professional Track Faculty related to merit pay for professional track (PTK) faculty. The UM Guidelines require that each College develop merit pay processes for PTK faculty, but the University policy on merit pay limits eligibility to tenured and tenure-track (T/TT) faculty. In September 2016, the Senate Executive Committee (SEC) voted to charge the Senate Faculty Affairs Committee (FAC) with identifying the best ways to incorporate PTK faculty into the merit system.

CURRENT PRACTICE

The University of Maryland, College Park Policy on Faculty Merit Pay Distribution (VII-4.00[A]) establishes procedures for considering faculty achievement and distributing merit based on performance. The policy is limited in eligibility; in the policy, "The term "faculty" is defined as tenured/tenure-track faculty and permanent status/permanent status track library faculty." However, in spring 2015, the University Senate, the President, and the Chancellor of the University System of Maryland (USM) approved the UM Guidelines for Appointment, Evaluation, and Promotion of Professional Track Faculty, which state that "Policies on merit pay for PTK faculty shall be incorporated either into the unit's existing merit pay policy, or into the policies and procedures for appointment, promotion, and evaluation of PTK faculty" (see Senate Document #14-15-09 for more information). The approval of these guidelines created an inconsistency, in that the University expects PTK faculty to be eligible for merit pay, but the University's policy on merit pay expressly excludes PTK faculty. As a result of the conflict, there is no current structure for the implementation of the stipulation in the UM Guidelines regarding merit pay. Despite the lack of a defined structure, many Colleges and units currently include PTK faculty in a merit review process. To ensure that current practices align with University policy, and that PTK faculty are provided a fair and transparent merit review system, the FAC began to study the issues related to PTK merit pay during the 2016-2017 academic year.

COMMITTEE WORK

The Faculty Affairs Committee (FAC) began reviewing its charge immediately upon receiving it in September 2016. The FAC consulted with the Office of Faculty Affairs, University Human Resources (UHR), and the Office of General Counsel (OGC) throughout its review. The FAC met with the Council of Deans twice at the request of the Provost, and received feedback from department chairs. It reviewed the current policy and UM Guidelines, and reached out to specific Colleges and units representing different disciplines and unit sizes to gather information on how units are currently assessing excellence for merit among PTK faculty.

In 2015, the FAC, the Senate, the President, and the Chancellor affirmed the decision to allow PTK faculty to be eligible for merit in their affirmation of the UM Guidelines. Therefore, the FAC focused this review on how, where, and in what ways this inclusion in the merit system should be fostered. The committee considered how merit increases, when funds are available, should be distributed, as well as how to reconcile existing policies with each other and with current practices. As it considered the issue of PTK merit pay, it drew four overall conclusions, each of which is described in detail below as the basis for the committee's recommendations:

- Like with T/TT faculty, it is important that PTK faculty have a consistent, fair, transparent merit review process that assesses and acknowledges performance.
- Most units on campus already provide merit reviews for PTK faculty; some reviews are part of an existing process that includes both PTK and T/TT faculty, and some reviews are done in processes designed specifically for PTK faculty in the unit. Rather than a one size fits all approach, the FAC affirmed the importance of maintaining College and department autonomy in order to align merit process for PTK faculty with local needs.
- To align PTK merit pay processes with other benefits and create some uniformity across campus, the FAC agreed that a minimum eligibility threshold should be set, where PTK faculty with appointments of 50% FTE and greater should be eligible for merit pay, with units having the flexibility to open the process to those with appointments at lower FTEs at their discretion.
- The FAC explored data regarding the number of PTK faculty currently covered by the merit pay system and strategies that could be taken to include more PTK faculty on state lines and improve the system of tracking merit raises.

During its review, the FAC considered the principles and values the Task Force on Non-Tenure Track Faculty suggested the University adopt in all issues relevant to PTK faculty (see Senate Document #12-13-41 for more information). A significant concern repeatedly found by the Task Force was that decisions on merit and other appointment-related issues seemed to be made arbitrarily. The Task Force urged the University to focus on principles of inclusion and engaging and supporting excellence as it moved forward on issues that affect PTK faculty. The FAC recognizes that its work on this charge supports the University's continued development of policies and procedures that adequately meet the needs of PTK faculty, and seeks to improve equity in the University's evaluation, compensation, and recognition processes.

In addition, as it developed revisions to the Policy on Faculty Merit Pay Distribution, the FAC attempted to preserve the existing process for T/TT faculty, while creating a system for PTK faculty that would align with or operate in parallel to the T/TT faculty process.

Flexibility Needed in Merit Review Processes

The FAC received information from eleven Colleges and more than ten additional units that have existing processes for reviewing PTK faculty for merit pay. Examples of best practices in merit pay for PTK faculty identified by the FAC can be found in Appendix 2.

While many units have developed a system for merit reviews for PTK faculty, practices related to those reviews vary widely across campus. In particular, units vary on whether one process covers all faculty or whether individual processes have been developed for specific groups of faculty; whether PTK faculty are reviewed by a committee or by those directly familiar with their work; and on the composition of committees in the units that use them. Many units stressed that their process was developed with specific constraints in mind. In considering current processes and speaking with unit representatives, the FAC determined that in many cases, variation was necessary due to the different cultures and needs of the individual units. The FAC agreed that a one-size-fits-all approach for PTK faculty merit pay processes would not be appropriate. The committee felt the structure of the process should be left up to the unit, based on any existing procedures or practices, the relationship of the faculty within the unit, and the variance in faculty activity.

Consistency in Implementation

While the FAC recognized the need for autonomy, it also acknowledged that there should be some principles that should be followed by all units on campus. The FAC considered the differences in PTK faculty appointments as it considered appropriate mechanisms for merit pay. The FAC was also asked to consider how best to incorporate merit policy information for all full-time and part-time professional track faculty at all percentages of appointments. The FAC felt that some standardization across campus would be needed; if the policy were silent on whether part-time faculty were to be eligible for merit pay, there could be wide variation among units within a College or among Colleges, which could create issues in terms of equity and consistency of implementation. The point was made by several stakeholders that many, if not most, benefits are available to all employees who are above 50% FTE. After much discussion, the FAC agreed that PTK faculty with appointments of 50% FTE and above should be eligible for merit pay, and units should have flexibility to extend merit pay to faculty with appointments of less than 50% if they so choose.

Data Limitations in Tracking Merit Raises for PTK Faculty

In its review, the FAC sought data on how many PTK faculty are currently incorporated into unit merit pay processes, as a way of exploring concerns regarding the financial implications of including PTK faculty in merit pay processes. The FAC worked with UHR and the Office of Faculty Affairs, but found that technical realities related to how salary increases are entered into the payroll system inadvertently makes it impossible to collect complete and accurate data. While any salary increases based on merit would be entered into the payroll system as a merit increase, other types of non-merit based salary increases can also be entered into the payroll system as merit increases, and it is unclear how many salary increases coded as "merit" are actually merit-based. For instance, the payroll system lacks an accurate descriptor for increases due to base-line pay scale adjustments, so these adjustments are often entered into the system as merit increases, though there was no evaluation of the instructors' performance, and all instructors in the unit would receive the same increase. The FAC agreed that this system limitation undermines the ability to monitor and track merit pay across the University, which limits the University’s ability to judge whether there is bias in the merit pay distribution system. In March 2017, the committee developed language to recommend that the payroll system be updated to allow units to indicate a salary increase due to a change in its base-line pay scale in order to encourage the use of “merit” codes only for merit-based increases.

UHR and the Office of Faculty Affairs were able to share with the committee data on how many faculty received a salary increase that was coded as a merit increase in the last cycle in which merit was available. The data show that of 493 instructional faculty at or above 50% FTE, 125 received an increase that was coded as a merit increase; of 637 instructional faculty below 50% FTE, 10 received an increase coded as merit. Likewise, of 1938 research faculty, 1048 received an increase coded as merit. It is unclear how many of these faculty received the salary increase following a merit review process.

Administrative Attention to Merit Issues for PTK Faculty

In response to concerns on additional funding needed for merit pay, the FAC consulted with representatives from the Office of Faculty Affairs and the President's Office on budgeting strategies that the University is currently exploring to address these and related concerns. The FAC learned that the administration is revising the budget data it sends to the State of Maryland to appropriately represent PTK faculty salaries. How salaries are represented in the budget data determine whether they are included in the pool from which the total merit allocation to the University is calculated. Most T/TT faculty are on state lines, which means there is a position number associated with their appointment in the state budget. The vast majority of instructional faculty do not have individual position numbers; instead, they are all represented on the same position number. A few years ago, an object code was created for pooled lecturer salaries, and developed into a code that is included in the merit and COLA pool. Object codes can be assigned to PTK faculty appointments so that their salaries can be included in the pool that the merit calculation is based on. The Provost's Office is currently working with units to transition to using the appropriate object code for their instructional faculty. The FAC was encouraged to learn of the administration's actions in this area, and suggested that the administration continue exploring these and other solutions to improve state allocations for merit pay.

After due consideration, the FAC voted to approve its recommendations via an email vote concluding on June 30, 2017.

RECOMMENDATIONS

The Faculty Affairs Committee recommends that the University of Maryland, College Park Policy on Faculty Merit Pay Distribution (VII-4.00[A]) be amended to incorporate PTK faculty into merit pay processes, as shown in the policy document immediately following this report. The Faculty Affairs Committee has also developed the checklist immediately following this report to be used by Colleges and units to ensure unit merit processes meet the revised guidelines in the University's merit pay policy.

The Faculty Affairs Committee recommends that each unit review the revised policy and either develop a merit pay plan for PTK faculty or revise the unit's existing merit pay plan to incorporate PTK faculty. As noted in the policy, merit pay plans should be submitted to the Senate Faculty Affairs Committee for review by August, 2018.

In order to allow for the accurate recording and tracking of merit increases, the Faculty Affairs Committee recommends that the University's payroll system be updated to allow units to indicate that a salary increase has been made due to a change in its base-line pay scale for instructional faculty. The committee recommends "Market Adjustment" be added to the list of reasons for salary changes within the payroll system.

APPENDICES

Appendix 1 — Professional Track Faculty Merit Policy Checklist
Appendix 2 — Best Practices in PTK Faculty Merit Pay
Appendix 3 — Senate Executive Committee Charge on Professional Track Faculty Merit Pay Policy

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

VII-4.00(A) UNIVERSITY OF MARYLAND POLICY ON FACULTY MERIT PAY DISTRIBUTION

(Approved by the President, April 13, 1992; Amended February 19, 2002 May 4, 2010; Technical Amendments August 17, 2010; Amended March 22, 2016.)

~~This administrative policy addressing faculty merit pay distribution was developed pursuant to the Report of the Merit Pay Task Force endorsed by the Campus Senate on May 22, 1991. The term "faculty" is defined as tenured/tenure-track faculty and permanent status/permanent status-track library faculty.~~

I. Eligibility and Purview

A. Merit pay processes are the purview of the unit in departmentalized Colleges and the College in non-departmentalized Colleges. Herein, where the term "unit" or "department" is used, it also refers to a non-departmentalized College. Likewise, the term "Chair" refers to a Chair, Director, or Dean of a non-departmentalized School or College, as appropriate.

B. Tenured/tenure-track faculty, permanent status/permanent status-track librarian~~y~~ faculty, and professional track (PTK) faculty are eligible for merit pay and should be integrated into merit pay procedures within each unit. Units may integrate all faculty into one merit pay distribution plan, or may develop separate plans for different groups of faculty. For the purposes of this policy, the term "merit pay distribution plan" or "the plan" shall be inclusive of all plans created by each unit to address merit pay for different groups of faculty.

C. Merit pay is, by definition, distinct from cost of living adjustments and promotion increases.

II. Administration, procedures, and policies at the Provost and Dean level.

A. **In years when the state allocates merit funds, those funds** ~~Merit dollars~~ will be transmitted from the Provost to the Deans ~~as a percent of total salary budget~~. **Those merit funds are generally provided on formally budgeted positions as recognized by the state, subject to adjustments in overall funding as determined by the state.** A small percent of the merit increment may be maintained in the Provost's office to reward colleges which are exceptionally productive in the areas of research/scholarship/creative activity, teaching and advising, and service, or to address special problems.

B. Deans will distribute funds to ~~departments~~ **units** using their discretion. Deans should distribute money to reward ~~departments~~ **units** which are exceptionally productive in the areas of research and scholarship, creative activity, teaching and advising, and service. Deans may retain a small percentage of salary money for special problems.

C. Administrators (e.g., Deans, Chairs, Directors) may augment the distributed state-allocated merit funds by reallocating other funds within their current salary and wage budget.

III. Departments

A. The Chair has the authority and responsibility to determine merit increases with the approval of the Dean. However, the Chair will be required to follow certain procedures as outlined below.

B. Each unit shall develop a merit pay distribution plan **or plans**. The plan**(s)** must include approval by a majority of the ~~tenured/tenure track~~ faculty of the unit **who are affected by the plan(s)** in a secret ballot. Following approval by the faculty, each unit's merit pay distribution plan **or plans** shall be reviewed for sufficiency and consistency with ~~University merit pay~~ **this** policy first by the Dean and then by the Senate's Faculty Affairs Committee. ~~The plan should include the following components:~~

C. Merit pay processes for PTK instructional faculty, tenured/tenure-track faculty, and permanent status/permanent status-track faculty shall be conducted by committee. Units may conduct processes either with separate committees for tenured/tenure-track faculty and PTK faculty, or by constituting one committee for all merit review processes. Each unit shall also develop appropriate procedures for the review of PTK research faculty, which may be conducted by committee or by another mechanism appropriate for the unit with approval of the department chair. For the purposes of this policy, the term "Merit Pay Committee" or "the committee" shall be inclusive of all committees created by each unit to address merit pay for different groups of faculty.

~~1. A Merit Pay Committee.~~ The Merit Pay Committee shall be directly elected by the ~~tenure-track and tenured~~ **affected** faculty and shall ~~contain a distribution of faculty~~ **include meaningful representation** from the ~~tenure-track and tenured~~ **affected faculty** ranks. ~~In the case of the Library faculty, the Merit Pay Committee shall be directly elected by the permanent status-track and the permanent status faculty and contain a distribution of faculty from the permanent status-track and the permanent status ranks.~~ Insofar as possible, the Merit Pay Committee's composition shall also reflect the gender and racial distribution and the various scholarly interests of the ~~department~~ **unit**. It is recognized that this distribution may not be achievable on a year by year basis in some ~~departments~~ **units**, but over a period of years, a reasonable degree of representativeness should be achieved. Each year the chair shall review the makeup of the Merit Pay

Committee over the previous five years to assure that a reasonable representation has been achieved and if it has not, the chair is to take appropriate action to rectify the situation.

~~a~~**1**. The Merit Pay Committee may act as an advisory committee to evaluate and rank faculty accomplishments with merit dollar distribution left to the Chair's discretion or may actually act with the Chair to distribute merit dollars. (The term *Chair* refers to a Chair, Director, or Dean of a non-departmentalized school or college.)

~~b~~**2**. The Merit Pay Committee shall also be provided data and make recommendations to the department chair regarding salary equity adjustments.

~~c~~**3**. The method of selection of the Merit Pay Committee should be an integral part of the merit pay distribution plan.

~~2~~**D**.The **merit pay** plan **for tenured/tenure-track faculty and permanent status/permanent status-track faculty** should include **the following components:**

1. The procedures for evaluation ~~that~~ **should** meet the following criteria:

a. The evaluation procedure should evaluate and give significant recognition to contributions to teaching, research/scholarship/creative activity, and service, including advising and extension efforts or professional activities in the case of Library faculty. The method of evaluation in each of these areas should be articulated clearly.

b. The evaluation should reflect performance over at least the immediate past three years. For years when merit pay is not available, the achievements of the faculty members will be taken into consideration for that year (or years) during the next year in which merit pay is available.

c. Merit pay should generally be distributed in dollar increments rather than as a percentage of salary.

d. A stipulated portion of the merit pool may be reserved for the Chair's discretionary use to address special salary problems.

e. The Chair shall report to the Merit Pay Committee his or her final salary recommendations.

f. Each faculty member shall receive a letter from the chair containing his/her new salary and the salary increase. The letter should identify (at least in general terms) the Merit Pay Committee's evaluation of the faculty member in the areas of teaching, research/scholarship/creative activity, and service and how this was

used to assign the merit increase. The letter shall inform the faculty member that he/she may request a meeting with the chair to receive an explanation of the merit pay decision.

3. The Merit Pay Committee and Chair will each certify that they have followed the unit's Merit Pay Distribution Plan, or will indicate areas where they have deviated with a rationale.

4. Each chair shall evaluate the salary structure of the ~~department~~ **unit** yearly and consult with the appropriate administrators (Dean or the Provost) to address salary compression or salary inequities that have developed in the unit.

5. **Each chair shall provide the unit with information on available sources of funds for merit increases during the merit review process each year.**

6. The Plan should include an appeals process.

E. All merit pay distribution plans that detail processes for PTK faculty should include the following components:

1. Merit pay processes for PTK faculty shall include the components specified for tenured/tenure-track faculty, as stated in D.1. through D.6. above, with the exception of D.1.a. To the degree possible, unit merit pay processes for PTK faculty should operate in the same manner as the process for tenured/tenure-track faculty in the unit.

2. Special provisions related to PTK faculty are as follows:

a. The evaluation procedure should evaluate and give significant recognition to contributions to teaching, research/scholarship/creative activity, or service, including advising and extension efforts professional activities, in the context of the faculty member's contractual expectations. The method of evaluation in each of these areas should be articulated clearly.

b. The evaluation should reflect performance over at least the immediate past three years. PTK faculty who are currently employed and have been employed for any period of time during the immediate past three years are eligible to be considered for merit. PTK faculty assessment for merit will be based on performance and there will be no penalty for periods during which PTK faculty were not employed by the University.

c. Plans shall account for differences in PTK faculty titles and full-time or part-time status. PTK faculty with appointments of 50% or greater shall be

eligible for merit pay. Unit plans may extend eligibility to PTK faculty with appointments of less than 50% at the unit's discretion.

d. Plans shall address the process for handling merit reviews when the faculty member has appointments in more than one unit.

~~III~~**IV**. Implementation and Review

A. Each unit will submit its plan as specified in II**I**.B by ~~December~~ **August** 1, ~~2010~~ **2018**. Notice of approval by the Dean and the Senate Faculty Affairs Committee shall be given to the originating unit and a copy of the approved plan shall be transmitted to the Office of Academic Affairs. The unit shall post the approved plan on its web site so that its faculty can access it. **New faculty shall receive a copy of the relevant merit pay plan upon appointment.**

B. No later than five years after ~~implementation of these recommendations~~ **approval of this policy,** a task force jointly appointed by the President and the Senate shall evaluate the effectiveness of the~~se recommendations~~ **policy**.

C. This policy is subject to the applicable policies of the Board of Regents, including its salary policy.

Appendix 1

Professional Track Faculty Merit Policy Checklist

Per the University of Maryland Guidelines for Appointment, Evaluation, and Promotion of Professional Track Faculty (approved by the University Senate April 23, 2015 and approved by the President May 4, 2015), all UMD units are required to integrate PTK faculty into their merit pay system. Any unit serving as the primary appointment home for PTK faculty needs to have a merit pay system for its PTK faculty. Units may do this in one of two ways. They can:

(a) Integrate PTK faculty into existing merit pay procedures, ensuring procedures adequately apply to both T/TT and PTK faculty, or
(b) Develop a separate merit pay plan for PTK faculty.

To the degree possible, unit merit pay processes for PTK faculty should operate in the same manner as the process for T/TT faculty in the unit. All units should at minimum meet the following requirements:

REQUIRED ELEMENTS.	In unit plan:
1. Each unit shall have a merit pay distribution plan for PTK faculty. The plan must be approved by a majority of the faculty in the unit who are affected by the plan in a secret ballot. Following approval by the faculty, each unit's merit pay distribution plan shall be reviewed for sufficiency and consistency with the University merit pay policy first by the Dean and then by the Senate's Faculty Affairs Committee.	
2. PTK faculty should have voting representation on committees tasked with development or revision of merit pay policies and plans including PTK faculty.	
3. Merit is distinct from COLA and promotion increases, and merit decisions shall be made based on the evaluation criteria and the reviewee's performance. Merit pay shall not be assigned based on across the board raises or a unit-wide quota.	
4. The merit plan states that unit-level merit reviews for PTK instructional faculty shall be conducted by a Merit Pay Committee that includes voting representation from the affected faculty. The Merit Pay Committee must be directly elected by a majority of the affected faculty in a secret ballot and must include meaningful representation of faculty from the affected faculty ranks. Insofar as possible, the Merit Pay Committee's composition will also reflect the gender and racial distribution and the various scholarly interests of the unit.	
5. The merit pay plan shall include appropriate procedures for unit-level merit reviews for PTK research faculty, either using a Merit Pay Committee as noted in item 4 above or using a different process appropriate for the unit that includes approval of the department chair.	
6. The merit plan specifies eligibility for PTK faculty, noting whether the unit imposes a requirement for eligibility based on FTE. PTK faculty with appointments of 50% or greater shall be eligible for merit pay. Unit plans may extend eligibility to PTK faculty with appointments of less than 50% at the unit's discretion.	
7. The merit plan accounts for differences in a) PTK faculty titles and b) full-time or part-time status.	
8. The merit plan states that evaluations should reflect performance over at least the immediate past three years. PTK faculty assessment for merit will be based on performance and there will be no penalty for periods during which PTK faculty	

were not employed by the University. For years when merit pay is not available, the achievements of faculty will be taken into consideration during the next year in which merit pay is available.	
9. PTK faculty who are currently employed and have been employed for any period of time during the immediate past three years are eligible to be considered for merit.	
10. The merit plan specifies the process for handling merit reviews when reviewee has appointments in more than one unit.	
11. The merit pay plan provides clear criteria and conditions for merit, and clearly articulates the evaluation procedure for assessing contributions to research/creative activity, teaching/advising, or service.	
12. The merit plan includes a full description of the application and review process for merit, including but not limited to:	
a. The materials to be submitted by the faculty member;	
b. To whom the faculty member submits the materials;	
c. Application deadlines and maximum time to review; and	
d. Where appropriate, separate merit guidelines are provided for different tracks (research, clinical, instructional).	
13. The merit plan should articulate whether the Merit Pay Committee is advisory to the chair or whether it works with the chair to distribute merit dollars.	
14. The merit plan states how the Merit Pay Committee's recommendations will be communicated to the department chair.	
15. The merit plan will specify the responsibilities of the department chair. These responsibilities include: • Report to the Merit Pay Committee his or her final salary recommendations decision. • Certify (along with the Merit Pay Committee) that they have followed the unit's Merit Pay Distribution Plan or will indicate areas where they have deviated, providing a rationale. • Review the makeup of the Merit Pay Committee over the previous five years to assure that a reasonable representation of faculty diversity has been achieved and if it has not, take appropriate action to rectify the situation. • Evaluate the salary structure of the department annually and consult with the appropriate administrators (Dean or the Provost) to address salary compression or salary inequities that have developed in the unit. • Give the unit information on available sources of funds for merit increases during the process each year.	
16. The merit plan specifies that merit pay decisions must be communicated in writing to PTK faculty by the chair. The letter to the faculty member will include a summary of the Merit Pay Committee's evaluation and how the evaluation was used to assign the merit increase. The letter will inform the faculty member that s/he may request a meeting with the chair to receive an explanation of the merit pay decision.	
17. The merit plan states the process for appealing merit pay decisions.	
18. The plan specifies that new PTK hires will receive a copy of the unit's merit pay policy.	

Appendix 2

Best Practices in PTK Merit Pay

School of Architecture, Planning, and Preservation

The School of Architecture, Planning, and Preservation (ARCH) incorporates all PTK faculty with appointments of 50% FTE or greater into its existing merit pay process through the School-Wide Merit Pay Committee. The committee is composed of four representatives from any rank with one from each of the four Programs. The members do not have to be members of any Program's merit subcommittee, and the Program faculty can decide whether the members should be appointed by the Director or elected by a majority of the T/TT faculty in a secret ballot. Membership should reflect diversity of the School (in terms of gender, race, and scholarly interest).

Faculty are evaluated on research and creative activity, teaching and advising, and service, depending on the faculty member's Work Load Distribution Plan, which allocates percentage of effort for each of the categories depending on the faculty member's duties. The merit guidelines acknowledge that PTK faculty may not be engaged in all three areas and should only be assessed on those areas where they are expected to contribute.

In the School, Program merit subcommittees may be formed and may provide the Director and the School-Wide Merit Pay Committee with ranking recommendations. In cases where no Program subcommittee was formed, the School-wide committee will carry out the review process and develop rankings. The School-Wide Merit Pay Committee will assess all annual rankings and average them with scores from the previous two years. The School-Wide Merit Pay Committee will use the rankings to create three tiers, and will divide the merit funds and allocate them to the tiers according to the formula spelled out in the merit pay plan. The committee shall deliver its report on the distribution of funds to the Dean. The Dean will allocate additional funding set aside to address special issues, and will send a letter to each faculty member informing them of the committee's evaluation and ranking and the faculty member's new salary. The School provides an appeal process for all faculty eligible for merit pay.

School of Public Health

In the School of Public Health, each unit is responsible for providing merit review guidelines for PKT faculty. These guidelines are subject to approve by the School. However, the School has defined College-wide guidelines as well.

In the School, merit pay reflects primarily an individual's contributions during the previous calendar year, but an assessment of performance over three years is also considered. For years when merit pay is not available, the achievements of the PTK faculty members will be taken into consideration for that year (or years) during the next year in which merit pay is available. PTK faculty contributions are assessed in terms of research and scholarship, teaching and mentoring, and service, though the weighting the three areas may vary by individual circumstance since PTK faculty may be focused on one or more of these areas depending on their responsibilities. The School indicates that all units should have objective criteria for measuring excellence.

Department of Psychology

The Department of Psychology conducts merit reviews for PTK faculty in defined processes that are separate from T/TT merit processes. All PTK faculty in the unit are eligible to be considered for merit.

Instructional Faculty

All lecturers in the unit (including part-time and full-time faculty) are evaluated annually by the Lecturer Review Committee (LRC). The LRC is composed of all T/TT faculty on the Undergraduate Committee (x number of faculty), one lecturer (serving on Undergraduate Committee and/or elected by peers), and the chair of the Undergraduate Committee. Lecturers will be evaluated on teaching performance, and may be considered for service contributions if the faculty member and chair agree on how teaching and service should be weighted. The LRC follows the same procedures used by the Merit Review Committee for T/TT faculty, and will use an anchored six-point rating scale. Merit ratings reflect performance over the past three calendar years. The LRC reports ratings from each committee member to the department chair, along with any specific feedback for particular lecturers, and recommendations on whether specific lecturers should be considered for promotion or Adjunct Faculty II status.

The department chair will determine the funds available for COLA and merit raises, not to exceed the proportion allowed for T/TT faculty in that year. The chair will determine salary increases and will communicate to each lecturer: their merit rating on teaching and service (if applicable) and overall merit rating, as well as any qualitative comments from the committee; the weights used in calculating overall merit; the resulting salary increments for COLA, merit, or other adjustments; and the total new salary.

The department provides an appeal process for lecturers unsatisfied with the process, through discussion with the department chair and further appeal with the BSOS Associate Dean for Undergraduate Studies.

Research Faculty

Post-Docs, Faculty Assistants, and other specialized PTK faculty: the unit currently conducts individual reviews, with close involvement of the PI. The department feels that the job duties of these faculty vary greatly, and the PI is in some cases the only individual who understands the job duties of the faculty member and whether they are meeting expectations.

Department of Geographical Sciences

The Department of Geographical Sciences conducts merit reviews for PTK faculty in defined processes that are separate from T/TT merit processes. All PTK faculty in the unit are eligible to be considered for merit.

Instructional Faculty

The unit uses a Lecturer Merit Pay Committee to advise the chair on merit pay for instructional faculty. The committee is composed of the Associate Chair, the Director of Undergraduate Studies, and one elected full-time Lecturer. The committee meets each spring to review the accomplishments of full and part-time lecturers. Lecturers will be evaluated on teaching performance, and may be considered for service contributions if appropriate. Merit ratings reflect performance over the past three calendar years. In years without merit, the committee meets and assigns rankings to be used in subsequent years when merit is available.

Research Faculty

The unit has one committee for review of research professors, with a process very similar to the T/TT faculty merit review process. The Research Director will select a slate of six candidates for the merit review committee, and research faculty will vote for no more than four to serve on the committee. Criteria related to research are defined in a document agreed to by the faculty in February 2005. The committee can also consider contributions in service and/or teaching, as applicable.

For review of other PTK faculty such as Faculty Specialists, the unit typically uses a process similar to a staff Performance, Review, and Development (PRD) process, with close engagement of the PI that the faculty member works with and subsequent review by the Research Director and Department Chair. Since Faculty Specialists in the unit have such diverse job duties, the unit felt it may not be possible to engage a committee in the review process. However, the review process is supported by a clear rubric; all reviews are conducted using a standardized review form that asks uniform questions for all faculty.

Appendix 3

University Senate
CHARGE

Date:	September 27, 2016
To:	KerryAnn O'Meara Chair, Faculty Affairs Committee
From:	Jordan A. Goodman Chair-Elect, University Senate
Subject:	Professional Track Faculty Merit Pay Policy
Senate Document #:	16-17-13
Deadline:	March 31, 2017

The Senate Executive Committee (SEC) requests that the Faculty Affairs Committee (FAC) consider how best to incorporate merit pay information for professional track faculty into University policy at the University of Maryland.

Specifically, we ask that you:

1. Review the University of Maryland, College Park Policy on Faculty Merit Pay Distribution (VII-4.00 [A]).

2. Consider how best to incorporate the principles related to merit outlined in the UM Guidelines for Appointment, Evaluation, and Promotion of Professional Track Faculty into University policy.

3. Consider whether the University of Maryland, College Park Policy on Faculty Merit Pay Distribution should be revised, or whether development of a new policy is necessary to address the unique needs of professional track faculty.

4. Consider how best to incorporate merit policy information for all full-time and part-time professional track faculty at all percentages of appointments.

5. Consult with a representative from the University's Office of Faculty Affairs.

6. Consult with the University's Office of General Counsel on any proposed recommendations.

We ask that you submit a report to the Senate Office no later than March 31, 2017. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.

JAG/rm