

September 29, 2016

## MEMORANDUM

**TO:** University Senate Members

**FROM:** Jordan A. Goodman  
Chair of the University Senate

**SUBJECT:** University Senate Meeting on Thursday, October 6, 2016

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The next meeting of the University Senate will be held on **Thursday, October 6, 2016**. The meeting will convene at 3:15 p.m. in the Prince Georges Room of the Stamp Student Union. If you are unable to attend, please contact the Senate Office<sup>1</sup> by calling 301-405-5805 or sending an email to [senate-admin@umd.edu](mailto:senate-admin@umd.edu) for an excused absence. Your response will assure an accurate quorum count for the meeting.

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

### Meeting Agenda

1. Call to Order
2. Special Order: Presidential Briefing
3. Approval of the September 7, 2016 Senate Minutes (Action)
4. Report of the Chair
5. Underrepresented and Diverse Faculty Hiring Initiatives (Senate Doc. No. 16-17-07) (Action)
6. Special Order of the Day  
Robert Dooling  
Chair, IP Policy Subcommittee of the Research Council  
*Intellectual Policy Review Update*
7. Special Order of the Day  
Catherine Carroll  
Director & Title IX Officer, Office of Civil Rights & Sexual Misconduct  
*Title IX Update*
8. New Business
9. Adjournment

## **University Senate**

September 7, 2016

### **Members Present**

Members present at the meeting: 150

### **Call to Order**

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

### **Special Order: Presidential Briefing**

President Loh welcomed senators to the 2016-2017 academic year and commented on the importance of shared governance within the University and between the University and the Board of Regents. He noted that the composition of the Board of Regents had changed over the summer and explained the power of the Governor, his agenda, and his budget. He added that these ideas have repercussions on the University's budget and that the budget remains flat. While the budget has not been cut, mandatory costs such as health insurance and money to operate buildings are not funded. He also stated that certain major budgetary costs including benefits and facilities would be higher. This means that the University will be looking for new sources of revenue to cover increased costs.

Goodman opened the floor to questions.

Senator Knapp, undergraduate student, College of Behavioral and Social Sciences asked where new revenue streams will come from.

President Loh responded that some potential revenue sources include more research grants, the new \$1.5 billion capital campaign, private funding, and creating administrative efficiencies.

Senator Spaur, undergraduate student, College of Behavioral and Social Sciences asked how students can work to bring about change.

President Loh responded that he had recently met with Robert Neall, Director of the Office of Transformation and Renewal for the State of Maryland, and a plan was in place to send a number of UMD students to work for the state government as interns to help them transform their processes and give students meaningful experience.

Goodman thanked President Loh for his remarks.

### **Approval of the Minutes**

Chair Goodman asked for additions or corrections to the minutes of the May 5, 2016, Senate meeting; hearing none, he declared the minutes approved as distributed.

## **Report of the Chair**

### Slack

Goodman noted the importance of engagement. We want Senators to come to meetings prepared and engaged in the topics on the agenda so that meaningful discussion can take place. He stated that the action item surveys were used to get feedback on specific action items on each agenda, but that is unidirectional feedback. Goodman noted that he would like to move towards a more collaborative model of engagement. The SEC is piloting the use of Slack as an online discussion forum to encourage engaged and collaborative discussion prior to each meeting. We hope that this pilot will allow us to develop some guiding principles and structure that can then be applied to other groups such as the Senate itself and potentially even committees.

### Sexual Assault Prevention Task Force

Goodman stated that the University had revised and approved the Sexual Misconduct Policy and Procedures for faculty, staff, and students this past year. The President and the University Senate would now like to consider the University's approach to sexual assault prevention on our campus. He noted that he and Montfort had met with various administrators across campus to gain a better understanding of existing programs related to sexual assault prevention. He stated that it is clear that the University is engaged in several programs related to sexual assault prevention and bystander intervention, but they are not coordinated in a comprehensive manner.

Goodman announced that President Loh and the University Senate have agreed to jointly form a Sexual Assault Prevention Task Force. The task force's membership and charge are currently being finalized, and it will begin its work shortly.

## **Special Order of the Day**

**Reka Montfort**

**Executive Secretary & Director**

**University Senate**

### ***Orientation: Senators, Senate Meetings, and Shared Governance***

Reka Montfort, Executive Secretary & Director, provided an overview of the role of senators, the operations of Senate meetings, and the University's principles of shared governance. She noted that shared governance at the University means governance shared by faculty, staff, students, and administrators and the importance of the collective advice provided through this process. She also provided an overview of the Senate structure and how the senate committees and Senate Executive Committee interact with the Senate. Montfort provided information on the role of the Senate, including advising the President on policy matters, guiding documents, and academic programs. She also provided information on the Senate leadership and the distribution of Senators. Montfort gave an overview of the Senate standing committees and their role. She noted that Senate legislation can be tracked on the Senate website at <http://www.senate.umd.edu/senateBills/>. There anyone can search for past bills, review current bills, and review the stages of review as well as any related documents. Montfort provided an overview of Senate meetings including scheduling, accessing materials, protocol for speaking, voting, and senator responsibility. She stressed the importance of active participation of senators by coming to meetings prepared having reviewed all of the materials in advance and engaging constituents before and after Senate

meetings. Montfort concluded her presentation by giving an overview of the issues that the Senate will consider this upcoming year.

Chair Goodman thanked Montfort and opened the floor to any questions. Seeing none, he reminded Senators of the upcoming constituency meetings and encouraged Senators to talk to the Senate Leadership.

#### **2015-2016 Senate Legislation Log (Senate Doc. No. 16-17-01) (Information)**

Goodman explained that the legislation log had been provided to the Senate as an informational item. It gives an overview of the work completed by the Senate last year and also includes any pending items that will carry over to this year.

#### **Senate Candidates Contact Information Requirement (Senate Doc. No. 15-16-19) (Information)**

Goodman presented the Senate Candidates Contact Information Requirement (Senate Doc. No. 15-16-19) and explained that the Elections, Representation & Governance Committee (ERG) was charged with reviewing this proposal. In addressing this charge, the ERG Committee researched current and past Senate practice regarding elections and ballots. It also assessed existing campus resources for finding contact information on members of the University community. Given the privacy concerns and potential disincentives to running associated with providing more extensive contact information, and given the resources currently available for looking up more extensive contact information, the committee decided against recommending any changes to current procedures. Therefore, this report has been provided as an informational item for reference.

#### **Consideration of a University of Maryland Weapons Policy (Senate Doc. No. 15-16-11) (Information)**

Goodman explained that the Campus Affairs Committee (CAC) was charged with reviewing the proposal entitled, Consideration of a University of Maryland Weapons Policy (Senate Doc. No. 15-16-11). The CAC reviewed current procedures on our campus, reviewed state laws related to weapons, considered peer institution information, and consulted with the Office of General Counsel. The committee determined that a policy should not be developed, noting that any University policy on weapons would require constant monitoring of state law to ensure the University is not out of alignment. The CAC felt that the University of Maryland Police Department (UMPD) is effectively enforcing state law, and felt that the protections provided by state law and UMPD practices are adequate. The CAC voted to recommend no changes to University policy or procedures.

The Senate Executive Committee agreed with the committee's recommendation but approved a motion to send an administrative recommendation to the Division of Administration & Finance and Public Safety to develop a communication plan regarding existing State Law with regards to weapons as it applies to our campus community.

Goodman noted that because the committee did not recommend any changes, this report is being provided as an informational item for reference.

**Approval of the Standing Committee & Council Slates 2016-2017 (Senate Doc. No. 16-17-02) (Action)**

Daniel Falvey, Chair of the Committee on Committees, provided background on the selection process and made a motion to approve the standing committee and council slates as presented. He also noted that there is one vacancy for a Contingent II staff member on the Staff Affairs Committee and encouraged senators to contact the senate office if they know anyone interested in filling the vacancy. Goodman asked whether there was discussion on the slates; hearing none, he called for a vote of the Senate. The result was 122 in favor, 2 opposed, and 12 abstentions. **The motion to approve the slates as presented passed.**

**2016 CUSF Replacement Election Slate (Senate Doc. No. 16-17-03) (Action)**

Goodman asked all faculty senators to take out the ballots for the vote of the Council of University System Faculty (CUSF). He opened the floor to additional nominations; hearing none, he asked the faculty senators to complete their ballots.

**2016 Athletic Council Replacement Election Slate (Senate Doc. No. 16-17-04) (Action)**

Goodman asked all staff senators to take out the ballots for the vote of the Athletic Council. He opened the floor to additional nominations; hearing none, he asked the staff senators to complete their ballots.

**PCC Proposal to Rename the Master of Arts in Hearing and Speech Science to Speech-Language Pathology (Senate Doc. No. 16-17-05) (Action)**

Andrew Harris, Chair of the PCC Committee, presented the PCC Proposal to Rename the Master of Arts in Hearing and Speech Science to Speech-Language Pathology (Senate Doc. No. 16-17-05) and provided background information.

Goodman opened the floor to discussion of the proposal; hearing none, he called for a vote on the proposal. The result was 134 in favor, 3 opposed, and 2 abstentions. **The motion to approve the proposal passed.**

**Review of Faculty Leave Policies (Senate Doc. No. 14-15-31) (Action)**

KerryAnn O'Meara, Chair of the Faculty Affairs Committee, presented the Review of Faculty Leave Policies (Senate Doc. No. 14-15-31) report and provided background information.

Goodman opened the floor to discussion of the committee's recommendations.

Chair-Elect Falvey, Faculty, College of Computer, Mathematical, and Natural Sciences motioned to amend this proposal as follows below in pink:

II-1.10(A) UNIVERSITY OF MARYLAND POLICY AND PROCEDURES FOR PART-TIME STATUS OF ~~TENURED AND TENURE-TRACK~~ FACULTY DUE TO CHILDREARING RESPONSIBILITIES

2. Eligibility. This policy applies ~~only~~ to tenured, ~~or~~ tenure-track, **professional track** faculty, **and librarians with permanent status and librarians eligible for permanent status with appointments of at least above 50% FTE** who request a temporary reduction to part-time status in order to prepare for a newborn child and/or to care for a child under the age of ~~five~~ **six (6)** years, including children placed in the home as a result of adoption or foster care, **or to manage severe illness or other emergency situations related to children.**

The motion was seconded.

Chair Goodman opened the floor for discussion of the amendment.

Senator Jacobson, exempt staff, asked for clarification on the amendment regarding whether it included 50% or if it was specifically above 50%.

O'Meara responded that it was above 50%. Goodman explained that the policy allows a faculty member to move down to a minimum of 50% so those at 50% would already be at the threshold for the policy.

Hearing no further discussion, Goodman called for a vote on the amendment. The result was 123 in favor, 5 opposed, and 15 abstentions. **The motion to approve the amendment passed.**

Senator Hoffman, faculty, College of Computer, Mathematical, and Natural Sciences, noted the restriction in the policy that does not extend the leave to faculty members adopting children over the age of six. She added that this restriction is part of the University System of Maryland (USM) policy and cannot be addressed by the Senate. She made a motion to add an administrative recommendation as an amendment to the report as noted in **blue**:

**The Senate recommends that the President consider the unique issues faced by faculty parents who adopt children over the age of six, and consider whether to approach the University System of Maryland to advocate for revisions to the System policy to extend its family leave policy to include these cases.**

The motion was seconded.

Goodman opened the floor for discussion of the amendment.

Senator Alexander, emeritus faculty, made a motion to amend the amendment as follows below in **pink**:

The Senate recommends that the President **and the representatives of the Council of University System Faculty** consider the unique issues faced by faculty parents who adopt children over the age of six, and consider whether to approach the University System of Maryland to advocate for revisions to the System policy to extend its family leave policy to include these cases.

The motion was seconded.

Goodman opened the floor to discussion of the amendment to the amendment; hearing none, he called for a vote on the amendment to the amendment. The result was 120 in favor, 5 opposed, and 8 abstentions. **The motion to amend the amendment passed.**

Goodman opened the floor to discussion of the amendment as amended; hearing none, he called for a vote on the amendment as amended. The result was 127 in favor, 4 opposed, and 5 abstentions. **The motion to approve the amendment passed.**

Senator Brown, faculty, University Libraries, proposed two amendments relating to the inclusion of Librarian I faculty in the policies. She explained that Librarian I faculty are currently excluded from the professional track faculty policies and are thus excluded from this policy. She made a motion to amend the proposal to include Librarian I faculty in the eligibility sections of both policies.

The motion was seconded.

Goodman opened the floor to discussion of the amendment; hearing none he called for a vote on the amendment. The result was 122 in favor, 0 opposed, and 3 abstentions. **The motion to approve the amendment passed.**

Senator Alexander suggested that the definition of “primary caregiver” be taken to the USM by CUSF representatives or President Loh to be modified.

Scott Wolpert, Chair, Department of Mathematics, College of Computer, Mathematical, and Natural Sciences raised concerns about the cost associated with the policy and paying for instructors to take the place of the faculty member on leave. He noted that the cost of replacing instructors means less money for visiting professors, post-doctoral fellowships, and seminars.

O'Meara responded that the parental leave policy already included the professional track faculty and was not being changed here with respect to the cost. She added that the part-time status policy was being expanded to professional track faculty and noted that someone using this policy would have to obtain several levels of approval and is being paid less. This means that the department is saving money on that faculty member's salary which could be used to cover the costs of hiring a replacement.

Senator Blanchard, faculty, College of Behavioral and Social Sciences, asked if it was intentional to retain the cap on two extensions for tenure review even though the policy was changed to allow faculty members to take leave for up to three children instead of two.

O'Meara noted that the committee did not make a recommendation on changing the policy regarding extensions for tenure review.

Rochelle Newman, Chair, Department of Hearing and Speech Sciences, College of Behavioral and Social Sciences, stated her support for professional track faculty having access to parental leave. She added that the policy was originally created for tenured/tenure-track faculty who are mostly on state lines. She explained that many professional track faculty are not on state lines, but the policy creates a situation in which the institution

would have to support additional leave days even though the faculty member is paid entirely by a grant.

O'Meara noted that different arrangements had been made in cases where faculty are paid by grants. She asked John Bertot to respond to the question.

John Bertot, Associate Provost for Faculty Affairs and Member of the Faculty Affairs Committee, stated that grants will often limit how funds can be spent.

Senator Lathrop, faculty, College of Computer, Mathematical, and Natural Sciences, noted that he had members of his research group take parental leave and that the benefits are paid by the grant and so they are continued to be paid by the grant.

Elizabeth Beise, Associate Provost for Academic Planning, noted that when the 2012 policy was put into place, the Division of Research stated that she believed that it was a federal requirement that funding agencies abide by the leave policies of the University when they are applicable to all faculty.

Senator Lathrop asked if the committee estimated how much this change would cost.

O'Meara responded that the Provost's office provided the committee with the number of additional faculty that are eligible for the policy with the proposed changes. For the parental leave policy, the changes would only add 70 librarian faculty, since professional track faculty above 50% were already eligible. The Provost's Office was already granting this leave, but the recommendations clear up any confusion. In regards to the part-time status policy, 2,350 additional faculty are eligible to negotiate for a modified duty agreement with an appropriate salary cut.

Senator Callaghan, faculty, College of Arts and Humanities, explained that she works for the National Foreign Language Center, which is largely run on soft money and asked for clarification on the benefits faculty in her unit are eligible for.

O'Meara noted that as employees of the University, they are eligible for the same benefits. She added that information regarding how the benefits work could be made clearer.

Bertot commented on Senator Blanchard's question by clarifying that a third request for delay for tenure review is not automatic, but it can be requested if needed as noted in the policy. He also stated that there are administrative costs associated with the expansion of this policy in addition to any costs that the department encounters.

O'Meara noted that since the part-time status policy has been enacted, it has been underused due to the fact that many families cannot afford to take a pay cut and the part-time status has to be administratively approved and negotiated.

Senator Halperin, faculty, College of Computer, Mathematical, and Natural Sciences, asked that policies with cost implications include the cost calculations so that Senators understand the full picture.



Hearing no further discussion, Goodman called for a vote on the proposal as amended. The result was 101 in favor, 15 opposed, and 14 abstentions. **The motion to approve the proposal as amended passed.**

**Special Order of the Day**  
**Keith Marzullo, Chair of the Restricted Research Subcommittee of the Research**  
**Council and Dean of the College of Information Studies**  
***Restricted Research at the University of Maryland***

Goodman introduced Keith Marzullo, Dean of the College of Information Studies and Chair of the Restricted Research Subcommittee.

Marzullo explained that restricted research refers to restrictions on publication and is not equivalent to classified research. Restrictions can be imposed for a variety of reasons, such as corporate interests, national security, proprietary technology, etc.

Marzullo provided information on current University System of Maryland (USM) policy including the restrictions on conducting restricted research and noted that current policy provides a way for the Chancellor to make exceptions to the prohibitions outlined in the policy.

Marzullo stated that the role of the subcommittee is to consider a restricted research policy and provide guidelines that would allow restricted research to take place to offer more research opportunities at UMD, which would provide more educational and economic opportunities. The subcommittee is also charged with reviewing the costs, risks, and benefits of doing this research.

Marzullo stated that the work was to be completed by January 2017 and informed the Senate of the members of the subcommittee. He also noted that some studies have been done previously and that the subcommittee will work with this information in addition to background information from other Big Ten schools, nearby colleges, and background interest from the Office of the Vice President for Research.

Goodman thanked Marzullo for his comments and opened the floor to discussion. He reminded Senators of the upcoming town hall meeting and encouraged Senators to contact the members of the subcommittee with concerns since time was limited.

Senator Pound, faculty, College of Computer, Mathematical, and Natural Sciences, stated that UMD is a public university, which has a commitment to the public to share their research in an honest way. He noted that restricting research because of trade secrets is different than restricting research because of unwanted results.

Marzullo responded that part of the charge involves considering the impact on the reputation of the University.

Senator Alexander asked about balancing the priorities of other USM institutions in looking at this policy since it is a USM policy, but the subcommittee is a campus group.

Marzullo responded the subcommittee is only considering a policy for UMD and that USM is interested in what UMD would like to do with regards to restricted research.

Senator Kaplan, faculty, College of Behavioral and Social Sciences, stated that the subcommittee should consider benchmarking to other aspirational universities such as University of California, Berkeley and not only the other Big Ten schools. He also noted that there is a distinction between restricted research for profit reasons and for national security reasons and encouraged the subcommittee to consider those two topics separately.

Goodman thanked Marzullo for his presentation.

**Special Order of the Day**  
**Elizabeth Beise, Associate Provost for Academic Planning**  
***Middle States Regional Accreditation***

Goodman introduced Elizabeth Beise to give her presentation on the Middle States Regional Accreditation.

Beise noted the limited time left in the meeting and asked if anyone was willing to make a motion to extend the meeting.

Chair-Elect Falvey made a motion to extend the meeting up until 5:15pm.

The motion was seconded.

Goodman called for a vote on the motion to extend the meeting until 5:15pm and noted that the motion required a 2/3 vote. The result was 115 in favor, 14 opposed, and 3 abstentions.  
**The motion to extend the meeting passed.**

Beise thanked Senators for allowing her to present on this topic. She noted that she was presenting on behalf of the self-study team for the upcoming Middle States Association accreditation visit. She explained that the Middle States Association requires the University to undergo reaccreditation once every ten years which involves a comprehensive review of the University.

Beise noted that all of the documents from the 2007 accreditation process as well as the documents that the self-study team has been working on for the past year and a half are available on the Provost's website.

Beise explained that the Middle States Association had revised the accreditation standards in 2014 to make them more streamlined and general, which gives the University more flexibility to incorporate its mission statement and goals into its review. The standards have not yet been implemented. UMD is part of the first group of about 20 institutions that are participating in a collaborative implementation project.

Beise noted that the seven standards had been developed to reduce duplication and make the categories more general. The Middle States Association wants to make sure that UMD is critically evaluating itself and presenting a full cycle of plans for improvement in addition to adhering to the standards presented. The standards expect a cycle of assessment in everything that is done at the University.

Beise explained that the Middle States Association advised them to pick specific themes to incorporate in the accreditation process. UMD chose the Strategic Plan Update and entry into the Big Ten as themes.

Beise explained that there were seven working groups to align with the seven standards which involved about 75 people writing the first draft of the self-study. She shared a timeline that was set by the Middle States Association and noted that UMD was on track. She invited Senators to comment on the first draft of the self-study using the survey on the Provost's website.

Beise stated that the accreditation team chair, Rod Erickson, the former Provost at Pennsylvania State University, would be visiting campus at the end of September to meet with various groups. The final step is for the accreditation team to visit campus in April 2017.

Beise noted that 11 recommendations were developed and noted that these would look familiar based on the Strategic Plan Update that was discussed in the spring.

Goodman thanked Beise and opened the floor for questions; hearing none, he reminded Senators to fill out the survey on the Provost's website.

#### **New Business**

There was no new business.

#### **Adjournment**

The meeting was adjourned at 5:06 p.m.



## University Senate TRANSMITTAL FORM

<b>Senate Document #:</b>	16-17-07
<b>PCC ID #:</b>	N/A
<b>Title:</b>	Underrepresented and Diverse Faculty Hiring Initiatives
<b>Presenter:</b>	Stephen Thomas, Chair, Joint Provost/Senate Underrepresented and Diverse Faculty Hiring Task Force
<b>Date of SEC Review:</b>	September 27, 2016
<b>Date of Senate Review:</b>	October 6, 2016
<b>Voting (highlight one):</b>	<ul style="list-style-type: none"> <li>• On recommendations associated with each initiative, or</li> <li>• In a single vote</li> <li>• To endorse entire report</li> </ul>
<b>Statement of Issue:</b>	<p>In June 2016, the Joint Provost/Senate Underrepresented and Diverse Faculty Hiring Task Force was charged with reviewing two distinct initiatives designed to accelerate diversity among 1) tenured faculty and 2) postdoctoral fellows and developing guidelines for their implementation. These initiatives were developed collaboratively by ADVANCE, the Office of Diversity and Inclusion, and the Office of Faculty Affairs as part of the University's overall plan to increase the hiring, retention, and advancement of women and ethnic minority faculty who have been traditionally underrepresented in the University.</p>
<b>Relevant Policy # &amp; URL:</b>	N/A
<b>Recommendation:</b>	<p>The Joint Provost/Senate Underrepresented and Diverse Faculty Hiring Task Force has provided a series of recommendations and suggestions for the implementation of both the President's Postdoctoral Fellowship Program and the Strategic Senior Faculty Hire initiatives. A summary of the recommendations for each initiative is provided below. The complete list of recommendations and implementation suggestions are included in the attached report.</p> <p><u>President's Postdoctoral Fellowship Program</u>  Guiding Principles: This program will allow the University, in partnership with peer and other institutions, to have a direct impact on increasing the pipeline of underrepresented scholars into</p>

	<p>tenure-track positions in higher education. In addition, participation in this program is expected to raise the potential of the University of Maryland to attract, hire, and retain top faculty from underrepresented groups. The program should serve as a model for building a supportive community, providing professional development and infrastructural support among postdocs and faculty mentors. The President's Postdoctoral Fellowship will be managed by the Office of the Senior Vice President and Provost through the Office of Postdoctoral Affairs and the Office of Faculty Affairs.</p> <p>Website: The website for this fellowship program should emphasize the fellowship's prestige and, while open to all applicants, should strongly encourage applications from women and ethnic minorities. Fellowships should be awarded based on written criteria. The suggested language for the website is included in the report.</p> <p>Selection &amp; Review Guidelines: Applications should be reviewed by a committee, formed by the Provost's Office, consisting of five (5) tenured faculty members from broad discipline areas. The Senior Vice President &amp; Provost will be responsible for appointment of members to the selection committee but should solicit nominations from the University Senate. The selection committee, itself, should have a diverse composition, including women and ethnic minorities that reflect both the broader campus community and program goals and objectives. The committee should be charged, similar to College APT Committees to discuss goals for the program, and to encourage that all applications are reviewed in a fair and equitable manner.</p> <p>Cohort Balance &amp; Support: The selected cohort should be diverse by field, race/ethnicity, and gender. The goal is to achieve a high proportion of underrepresented ethnic minorities in the cohort. The cohort should be celebrated and supported at all campus levels. Opportunities for professional development and participation in other informational sessions should be available to the cohort, along with occasions for frequent intermixing and learning with other postdocs on campus.</p> <p>Mentor &amp; Host Department Expectations: Faculty mentors should be tenured faculty who are expected to: (1) take an active role in helping the fellow plan and achieve his or her research goals, (2) assist the fellow in establishing a visible presence in the department and on campus, (3) facilitate opportunities for the fellow to participate in national and international research</p>
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	<p>meetings, (4) encourage the fellow to focus on research and avoid other commitments such as teaching or outside employment, (5) assist the fellow in seeking opportunities to present papers or to interview for faculty positions at other institutions, and (6) attend the program’s professional development activities.</p> <p>Host departments should welcome the Fellow into the department and make every effort to ensure that the Fellow is included in communications about departmental colloquia, seminars, and social events. Host departments are expected to: (1) provide the Fellow with information about salary and benefits and administer the Fellow's research and professional travel funds, and (2) provide the Fellow with access to appropriate office space and routine administrative support such as telephone lines, departmental mail services, libraries, and technical support.</p> <p>In addition to these recommendations, the Task Force also made suggestions regarding specific implementation details that are outlined in the report.</p> <p><u>Strategic Senior Faculty Hires</u></p> <p>Guiding Principles:</p> <ul style="list-style-type: none"><li>• This program should identify, recruit, and hire outstanding senior faculty from underrepresented populations, who will enhance the diversity of our faculty and advance the teaching, research, and service mission of the University.</li><li>• The proposed new faculty should be recognized leaders in their field of expertise who are committed to helping build a culture of diversity and inclusion on our campus.</li><li>• The proposed new faculty should raise the national and/or international profile of the University and contribute to the overall excellence within their respective disciplines.</li></ul> <p>Implementation and Evaluation Procedures: Units and Colleges work collaboratively to identify potential new faculty who align with their overall strategic goals and are positively predisposed to join the faculty at the University of Maryland. Potential candidates should enhance the diversity of the faculty in their specific discipline at the University and improve representation of traditionally underrepresented groups. These faculty must be exceptionally qualified and also able and willing to help build a</p>
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	<p>culture of diversity and inclusion at the University.</p> <p>Interested Units and Colleges should submit a two page Letter of Intent (LOI) delineating the qualifications of the candidate and feasibility of successful recruitment. LOIs will be reviewed and upon approval from the Provost's Office, formal proposals will be requested. Full proposals are expected to outline the Unit and College-level financial contributions to faculty salary lines and startup funding for the proposed hire(s). It is understood that the funding model for the faculty salary line would include a three-way contribution (Provost/College/Unit) with the Senior Vice President and Provost providing a substantial contribution of the funding. Units are expected to negotiate startup funding with the Dean and Provost. It is understood that these appointments could take a longer time to finalize. The Task Force recommends, therefore, that the commitment from the Senior Vice President and Provost be extended for a reasonable amount of time to account for longer negotiations and extenuating circumstances associated with such strategic recruitment efforts. The Provost's Office will develop and communicate specific guidelines for the LOI and full proposal process, including timelines for the review cycles.</p> <p>Review Committee: The Senior Vice President &amp; Provost should solicit faculty suggestions in order to form a review committee to to assess LOIs and evaluate full proposals for strategic hires as they are submitted. The committee should be appointed on an annual basis with a staggered term and should be comprised of five (5) senior tenured faculty members with a breadth of experience beyond their own disciplines from broad discipline areas.</p> <p>The committee will review LOIs and full proposals on an ad-hoc basis. In order to provide committee members with the appropriate context, the Provost's Office shall charge the committee, provide demographic information regarding campus and national trends in higher education, explain the University's strategic initiatives, and develop and share criteria for the committee to evaluate proposals. Any recommendation from this committee will be advisory to the Senior Vice President &amp; Provost. The Office of Faculty Affairs will prepare an annual report that outlines overall progress on this initiative. This report should include information regarding committee work, demographic data of submissions, and recruitment and hiring outcomes.</p> <p>In addition to these recommendations, the Task Force also made suggestions regarding specific implementation details that are</p>
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	outlined in the report.
<b>Task Force Work:</b>	<p>The Task Force met throughout the summer of 2016 and concluded its review in September 2016. Members of the Task Force reviewed institutional demographics, current models for hiring tenured/tenure-track faculty from underrepresented groups, and existing postdoctoral fellowship program information. In addition, the Task Force considered best practices for hiring faculty both internally at Maryland and at other institutions. Throughout its review, the Task Force consulted with representatives from the Office of Faculty Affairs, the Office of the General Counsel, and the Office of Postdoctoral Affairs.</p> <p>The Task Force approved its final recommendations on September 22, 2016.</p>
<b>Alternatives:</b>	To not approve the recommendations.
<b>Risks:</b>	There is a risk that the University will not meet the goals outlined in the 2008 Strategic Plan and the 2016 Strategic Plan Update to hire, promote, and retain underrepresented minority faculty if initiatives such as these are not approved.
<b>Financial Implications:</b>	<p>Resources will be needed to fund both of these initiatives. The Senior Vice President &amp; Provost has committed funding for the President's Postdoctoral Fellowship Program but the Unit and/or College will contribute resources to appropriately support the postdoctoral fellow and also provide matching funds for any additional postdoctoral appointments to expand the cohort. The creation of a mentoring infrastructure related to this program will require that additional resources be leveraged through the National Research Mentor Network and the Office of Postdoctoral Affairs. The Senior Vice President &amp; Provost will also provide a substantial contribution of the funding for the strategic senior faculty hires. Units will need to contribute to and negotiate startup funding with the Dean and Provost.</p>
<b>Further Approvals Required:</b>	Senate Approval, Presidential Approval



**Joint Provost/Senate  
Underrepresented and Diverse Faculty Hiring  
Task Force**

**Final Report**

**September 2016**

Stephen Thomas, School of Public Health (Chair)  
John Bertot, Office of Faculty Affairs  
Melanie Killen, College of Education  
Roberto (Patricio) Korzeniewicz, College of Behavioral & Social Sciences  
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## REPORT

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*“The University of Maryland has long promoted diversity as a core value. We recognize a diverse educational community as one of our greatest strengths”*

(President Wallace Loh, [\*Transforming Maryland: Expectations for Excellence in Diversity and Inclusion\*](#), 2010)

### INTRODUCTION

The University of Maryland is dedicated to fostering a diverse and inclusive community committed to excellence. *Equal to the Best: 2016 Strategic Plan Update for the University of Maryland* states that, “**the goals of equity, diversity, and inclusion remain preeminent for this institution and a key to its success.**” These goals can only be achieved with a campus community of students, staff, and faculty that is diverse and reflective of the State of Maryland and beyond. Thus, the University is committed to creating a faculty community that is diverse on multiple identity dimensions, particularly race, ethnicity, and gender. Moreover, the University is dedicated to hiring, promoting, and retaining faculty from groups that have been historically underrepresented in the academy including, but not limited to, Black or African American, Hispanic/Latino, and American Indian or Alaska Native<sup>1</sup> faculty in all disciplines and women in STEM disciplines.

Concerns related to recruitment and retention of faculty from underrepresented groups are a national issue for institutions of higher education, especially among tenured faculty. Additionally, it is important to address diversity within the academic pipeline, postdoctoral fellows, because these individuals represent applicant pools for future faculty. The demographic composition of the faculty can influence campus climate, which in turn can have a positive impact on the diversity of the student body. University leaders are actively engaged in a wide range of innovative strategies and initiatives designed to improve the overall diversity of our campus.

### BACKGROUND

In June 2016, the Joint Provost/Senate Underrepresented and Diverse Faculty Hiring Task Force (“**Task Force**”) was charged (Appendix 1) with reviewing two distinct initiatives designed to accelerate diversity among 1) tenured faculty and 2) postdoctoral fellows and developing guidelines for their implementation. These initiatives were developed collaboratively by ADVANCE, the Office of Diversity

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<sup>1</sup> For this report, racial and ethnic terminology is based on the U.S. Department of Education's guidance on reporting racial and ethnic data.

and Inclusion, and the Office of Faculty Affairs as part of the University's overall plan to increase the hiring, retention, and advancement of women and ethnic minority faculty who have been traditionally underrepresented in the University. It is important to note that the principles defined in the University's [2007 Procedures and Guidelines for Conducting Searches](#) and [2014 Updates to the Guidelines](#) provide the broader context and guidance for all searches and reflect the University's commitment to a diverse educational community.

The Task Force held regular meetings throughout the summer of 2016. The Task Force's charge was separated into two parts to address the specific needs of each initiative. The Task Force was asked to review the targeted senior opportunity hires section of the University's plan. As part of that review, the Task Force was asked to consider current percentages of underrepresented minority faculty, campus trends in underrepresented minority hiring, and best practices on campus and at peer and other institutions. In addition, the Task Force was asked to review different models for the distribution of underrepresented minority hires across colleges and propose options for advising the Senior Vice President and Provost on underrepresented minority hires. Finally, the Task Force was asked to offer advice on best practices for spousal hires related to these senior hires.

The Task Force was also asked to review the President's Postdoctoral Fellowship Program and similar programs with the University of California Consortium. Specifically, the Task Force was asked to recommend a process for reviewing and selecting applicants to the program and to provide input and guidance into a mentorship plan for fellows within the program, including expectations for faculty mentors and host departments.

## **TASK FORCE RESEARCH & FINDINGS**

The Task Force met throughout the summer of 2016 and concluded its review in September 2016. Members of the Task Force reviewed institutional demographics, current models for hiring tenured/tenure-track faculty from underrepresented groups, and existing postdoctoral fellowship program information. In addition, the Task Force considered best practices for hiring faculty both internally at Maryland and at other institutions. Throughout its review, the Task Force consulted with representatives from the Office of Faculty Affairs, the Office of the General Counsel, and the Office of Postdoctoral Affairs.

### Data Collected/Reviewed

The Task Force reviewed a variety of data related to demographics. The Office of Faculty Affairs provided institutional data on tenured and tenure-track faculty, broken down by race/ethnicity and gender over five-year segments for the past decade (Appendix 2). The same breakdowns were used for data across colleges for the current year. Additionally, the University Libraries assisted the Task Force by gathering national data on ethnic and gender demographics from public

universities and by collecting consolidated demographic data from PhD programs in order to assess the pipeline of forthcoming PhD graduates.

Task Force members reviewed the University's institutional data, which showed a low proportion of Black or African American, Hispanic/Latino, and American Indian or Alaska Native faculty in all ranks, and a low proportion of women in upper ranks, reflecting a national shortage of faculty in these categories.

### Best Practices

In its consideration of best practices, the Task Force met with campus leaders and interviewed nationally recognized leaders in achieving a diverse faculty. The Task Force developed a standard set of questions for these interviews (Appendix 3). External interviews were selected by the Task Force but conducted individually and compiled for further discussion. The entire Task Force conducted interviews of leaders from our campus who have been successful in diverse faculty hiring.

Campus leaders included in the review were:

1. Gregory Ball, Dean, College of Behavioral and Social Sciences
2. Robert Gold, Chair, Epidemiology and Biostatistics and former Dean, School of Public Health
3. Stuart Vogel, Chair, Astronomy
4. Steven Marcus, former Director of Faculty Leadership, Office of Faculty Affairs and former Chair, Electrical and Computer Engineering

The on-campus interviews produced the following themes for hiring underrepresented minorities:

- Departments and Colleges should demonstrate their commitment to underrepresented minority hiring by contributing funding and support for the intended hires.
- All levels of the campus should promote faculty diversity as a priority and strategic goal.
- Cross-disciplinary recruitment (including the possibility of cluster hires, spanning different departments, centers, and/or colleges) can be beneficial in attracting the best faculty.
- Spousal hiring is a critical element, particularly with senior hires, and must be supported by the administration and the proposed department. More attention should be paid to the advancement of spousal hires in order to ensure retention of both scholars.

- Consideration should be given to helping strategic hires and their families move to their new communities.
- Recognition of the timeline necessary to recruit and appoint these scholars is important. Chairs and Deans should work to cultivate ongoing relationships with desired faculty over time.
- Deans should encourage and facilitate Chairs to work collaboratively to recruit strategic hires.
- The administration should include an interest in improving faculty diversity as a minimal qualification in Dean searches.
- Chairs and Deans should require finalist pools in searches to include women and underrepresented minorities.

The interview with Steven Marcus, former Director of Faculty Leadership in the Office of Faculty Affairs, highlighted the following themes from his discussions with administrators at partner institutions in the postdoctoral fellowship program, including the University of California, the University of Michigan, and the University of Colorado.

- Chairs and Deans should be encouraged to offer a tenure-track position at the point of, or following, the postdoctoral fellowship and/or consider it the default option.
- The average annually-selected cohort is 3-4 postdoctoral fellows.
- Funding for the fellowships should come from the Provost.
- The postdoctoral fellowship program should be publicized frequently, particularly with Deans and Chairs.
- A strong and committed mentor is crucial. Mentor training should be available on campus.

External leaders included in the Task Force's review were:

1. Sandra Graham, Presidential Chair in Education & Diversity, University of California, Los Angeles (UCLA)
2. Arturo Madrid, Trinity University
3. Spero Manson, Center for American Indian & Alaska Native Health, University of Colorado, Denver
4. Meredith Rosenthal, Associate Dean of Diversity, Harvard University
5. Martin Ruck, Senior Advisor to the President on Diversity & Inclusion, City University of New York

6. Robert Sellers, Vice Provost for Equity, Inclusion & Academic Affairs, University of Michigan
7. Jim Sidanius, Harvard University
8. Daryl Smith, Claremont Graduate University
9. Meg Urry, Yale University, President, American Astronomical Society
10. Lisa Wolf-Wendel, University of Kansas

The external interviews with national leaders produced the following themes for hiring underrepresented minorities:

- Creating a universal definition of diversity is challenging and self-identification can be a complicating factor for many institutions.
- The scarcity of women in some fields (particularly STEM) is important; therefore, the intersection of underrepresented ethnic and gender categories is a recommended consideration.
- In order to be successful, the University must be willing to make a strong offer to these scholars, including spousal hires, startup assistance, research assistant(s), and teaching relief.
- Creating a “critical mass” of underrepresented faculty, across disciplines, will develop a strong campus-wide support system.
- The enthusiastic support of the upper administration is a critical element in attracting senior hires.
- Strategic senior faculty hires should be committed to more than just their scholarship. They must be engaged in outreach, active in campus initiatives, and help attract other excellent faculty to the institution.
- Diversity programs need to have substantive campus support.
- Recruitment efforts should engage other campus scholars from similar research areas, ethnic backgrounds, and/or gender to meet with the targeted hire.
- Faculty retention efforts should include regular recognition of achievements, follow-through on recruitment promises, and inclusion in department life.
- Postdoctoral program mentors must be fully committed to the professional development of the fellow, and have a strong track record with PhDs and/or postdocs.

- Diversity recruitment efforts should develop ways to expand traditional criteria to include emerging scholarship, leadership, and public service.
- Top campus administrators should be well versed in demographic trends of the overall faculty population, and expect academic unit administrators to be knowledgeable of similar data for their own faculty.
- The postdoctoral program should build community through monthly gatherings, and offer opportunities for fellows to network and exchange professional ideas.
- Competitive salary offers are particularly important because many underrepresented minorities, who are first generation PhDs, may face external financial pressures to avoid postdoctoral appointments and employment in academia, generally.
- Success in improving overall diversity among the faculty, through any initiatives, will take energy, time, and patience.

These identified themes suggest that the recruitment of diverse senior faculty requires institutional commitment, long-term vision, and an understanding of the context in which the recruitment and retention of underrepresented faculty occurs.

## **TASK FORCE RECOMMENDATIONS**

The Task Force reviewed a variety of information regarding the challenges and best practices in recruiting and retaining faculty from underrepresented groups. This information, along with the diverse perspectives of the Task Force members themselves, helped provide valuable context for the deliberations and informed the recommendations and suggested implementation strategies for the President's Postdoctoral Fellowship Program and the Strategic Senior Faculty Hires initiatives.

### **President's Postdoctoral Fellowship Program**

In 2016, the University of Maryland joined a collaborative partnership with the University of California to offer postdoctoral fellowship opportunities in all academic fields, coupled with faculty mentoring, professional development, and academic networking opportunities. In particular, the program encourages applications from women and ethnic minorities for the purpose of enhancing their representation in campus units where women and ethnic minorities are underrepresented. Eligible applicants are expected to have a PhD or appropriate terminal degree in the selected discipline. Base salary and benefits for selected postdoctoral fellows will be provided by the Senior Vice President and Provost. Other institutional partners involved in the program include the University of



Michigan and the University of Colorado. The partners all share a common application system, hosted by the University of California.

The Task Force recommends that the following principles and procedures govern participation in this program.

### Guiding Principles

This program will allow the University, in partnership with peer and other institutions, to have a direct impact on increasing the pipeline of underrepresented scholars into tenure-track positions in higher education. In addition, participation in this program is expected to raise the potential of the University of Maryland to attract, hire, and retain top faculty from underrepresented groups. The program should serve as a model for building a supportive community, providing professional development and infrastructural support among postdocs and faculty mentors.

The President's Postdoctoral Fellowship will be managed by the Office of the Senior Vice President and Provost through the Office of Postdoctoral Affairs and the Office of Faculty Affairs.

### Website - Description of Program

The website for this fellowship program should emphasize the fellowship's prestige and, while open to all applicants, should strongly encourage applications from women and ethnic minorities. Fellowships should be awarded based on written criteria. The current website may be found at:

<http://faculty.umd.edu/presidentspostdoc>

The Task Force recommends the following language to be included on the program's website:

The University of Maryland is committed to, and engaged in, building a diverse and inclusive faculty and community. We joined a collaborative partnership with the University of California in 2016 to offer postdoctoral fellowship opportunities at the University of Maryland in all academic fields, coupled with faculty mentoring, professional development, and academic networking opportunities.

The University seeks applicants whose research, teaching, and service will contribute to diversity, inclusion, and equal opportunity in higher education and at the University of Maryland. While open to all applicants, the President's Postdoctoral Fellowship Program particularly welcomes applications from scholars who would enhance female and ethnic minority representation in campus units where women and ethnic minorities are underrepresented, and, where appropriate, have the potential to bring to their research and teaching the unique perspective that comes from their

background and/or understanding of the experiences of groups historically underrepresented in higher education.

The University of Maryland, College Park is located in Prince George's County, within the Washington/Baltimore Metroplex, five miles from Washington, D.C. The institution enjoys a rich academic and cultural community with world-class scientific and artistic centers on campus, as well as connections to many adjacent institutions of higher learning. The University also takes advantage of extensive opportunities offered by its close proximity to Capitol Hill, the NIH, USDA, NSF, the National Endowment for the Arts, the National Endowment for the Humanities, NIST, NASA, and other federal agencies and think tanks in Washington, D.C.

The application process for the fellowship program requires letters of support from the mentor and department chair of the host department. The website should state that candidates for the fellowships should identify a potential mentor, who is a tenured faculty member at the University of Maryland, and are encouraged to contact this mentor prior to applying to the program to ensure a match between the research interests and goals of the applicant and the potential faculty mentor.

#### Selection and Review Guidelines

Once applications and support materials from the intended faculty mentor and host department are completed, they should be reviewed by a committee, formed by the Provost's Office, consisting of *five* (5) tenured faculty members from the following areas: Arts & Humanities and Architecture; Physical Sciences and Engineering; Agriculture, Life Sciences, and Public Health; Social Sciences and Education; and Business, Journalism, Information Studies, and Public Policy. The Senior Vice President & Provost will be responsible for appointment of members to the selection committee but should solicit nominations from the University Senate. The selection committee, itself, should have a diverse composition, including women and ethnic minorities that reflect both the broader campus community and program goals and objectives.

The committee should be charged by the Associate Provost for Faculty Affairs and Chief Diversity Officer, similar to College APT Committees, to discuss goals for the program, and to encourage that all applications are reviewed in a fair and equitable manner.

The scheduling for the annual application, review, and award processes is as follows:

September 1 – Online Application System Open  
November 1 – Online Application System Closed

December 1 – Letters of Support from Mentor and Department Chair Due  
January 31 – Reviewer Deadline  
March 31 – Award Date

### Cohort Balance and Support

The selected cohort of Presidential Postdoctoral Fellows should be diverse by field, race/ethnicity, and gender. The goal is to achieve a high proportion of underrepresented ethnic minorities in the cohort.

The cohort of Presidential Postdoctoral Fellows should be enthusiastically celebrated and supported at all campus levels. Opportunities for professional development and participation in other informational sessions should be available to the cohort, along with occasions for frequent intermixing and learning with other postdocs on campus. It is recommended that the Presidential Postdoctoral Fellows have organized meetings, both formal and informal, with the postdoctoral fellow community on campus.

### Mentor and Host Department Expectations

President's Postdoctoral Fellowship faculty mentors should be tenured faculty who are expected to: (1) take an active role in helping the fellow plan and achieve his or her research goals, (2) assist the fellow in establishing a visible presence in the department and on campus, (3) facilitate opportunities for the fellow to participate in national and international research meetings, (4) encourage the fellow to focus on research and avoid other commitments such as teaching or outside employment, (5) assist the fellow in seeking opportunities to present papers or to interview for faculty positions at other institutions, and (6) attend the program's professional development activities.

Host departments should welcome the Fellow into the department and make every effort to ensure that the Fellow is included in communications about departmental colloquia, seminars, and social events. Host departments are expected to: (1) provide the Fellow with information about salary and benefits and administer the Fellow's grant-related research and professional travel funds, and (2) provide the Fellow with access to appropriate office space and routine administrative support such as telephone lines, departmental mail services, libraries, and technical support.

In addition to the above recommendations, the Task Force suggests that consideration be given regarding specific implementation details related to the Presidential Postdoctoral Fellowship Program as follows:

- The University should develop an infrastructure to support the cohort of postdocs and mentors, such as connection to existing programming for postdoctoral faculty on campus, and support from the new Office of

## Postdoctoral Affairs.

- The University should consider a compensation range of \$50,000-\$60,000, with benefits associated with all Postdoctoral Associate appointments.
- Colleges should consider building the cohort in this program by matching the President's Postdoctoral Fellow appointment with an additional postdoctoral appointment within the college.
- The University should consider incentives for faculty mentors in the program such as relief from teaching obligations and/or additional financial compensation, such as an overload or research supplement.
- The University should coordinate regular meetings and informal gatherings to educate and build community among the postdocs both in conjunction with, and separately from, their faculty mentors.
- Departments and/or Colleges should be encouraged to supplement the compensation range for the postdoctoral fellow, as deemed appropriate, in their respective academic discipline. (In some cases, it may be appropriate to utilize grant funding for this supplement.)
- The Department and/or College should seek or strengthen collaborations with local external organizations (e.g., NIH, NSF, Smithsonian, state and/or county offices) to facilitate the Fellows' research and networking opportunities.
- Faculty mentors should receive training, either internally, or through a formal, national program, such as the National Research Mentor Network (<https://nrmnet.net/>).
- Faculty mentors and host departments should develop a set of expectations and an evaluation plan for the postdoctoral fellowship program, which will include regular feedback from the postdoctoral fellow, the faculty mentor, and the Chair of the host department.

## **Strategic Senior Faculty Hires**

The University of Maryland is committed to creating a faculty body that is diverse on multiple identity dimensions including, but not limited to race, ethnicity, and gender. Accelerating diversity among the professorate is both a challenge and an opportunity. The opportunity, embraced by the Task Force, is to promote the University's geographic advantage in the National Capital Region to strategically recruit diverse scholars, who have been historically underrepresented and who can be appointed as senior tenured faculty. The financial model for this plan

includes base-budget support from the Senior Vice President and Provost. This innovative initiative will provide an opportunity for units to attract outstanding new faculty to the campus and diversify our faculty community.

The Task Force recommends the following guiding principles and evaluation procedures for strategic hiring of outstanding scholars from underrepresented groups who can be appointed as senior tenured faculty.

#### Guiding Principles

- This program should identify, recruit, and hire outstanding senior faculty from underrepresented populations, who will enhance the diversity of our faculty and advance the teaching, research, and service mission of the University.
- The proposed new faculty should be recognized leaders in their field of expertise who are committed to helping build a culture of diversity and inclusion on our campus.
- The proposed new faculty should raise the national and/or international profile of the University and contribute to the overall excellence within their respective disciplines.

#### Implementation and Evaluation Procedures

The Task Force recommends that Units and Colleges work collaboratively to identify potential new faculty who align with their overall strategic goals and are positively predisposed to join the faculty at the University of Maryland. Potential candidates should enhance the diversity of the faculty in their specific discipline at the University and improve representation of traditionally underrepresented groups. These faculty must be exceptionally qualified and also able and willing to help build a culture of diversity and inclusion at the University.

Interested Units and Colleges should submit a two-page Letter of Intent (LOI) delineating the qualifications of the candidate and feasibility of successful recruitment. LOIs will be reviewed and upon approval from the Provost's Office, formal proposal will be requested. Full proposals are expected to outline the Unit and College-level financial contributions to faculty salary lines and startup funding for the proposed hire(s). It is understood that the funding model for the faculty salary line would include a three-way contribution (Provost/College/Unit) **with the Senior Vice President and Provost providing a substantial contribution of the funding.** Units are expected to negotiate startup funding with the Dean and Provost. It is understood that these appointments could take a longer time to finalize. The Task Force recommends, therefore, that the commitment from the Senior Vice President and Provost be extended for a reasonable amount of time to account for longer negotiations and extenuating circumstances associated with such strategic recruitment efforts. The Provost's

Office will develop and communicate specific guidelines for the LOI and full proposal process, including timelines for the review cycles.

### Review Committee

The Task Force recommends a peer-review process with a committee composed of tenured faculty selected by the Provost. The Provost's Office will convene and appoint the review committee to assess LOIs and evaluate full proposals for strategic hires as they are submitted. The committee should be appointed on an annual basis with a staggered term and should be comprised of five (5) senior tenured faculty members with a breadth of experience beyond their own disciplines from the following areas: 1) Arts & Humanities and Architecture; 2) Physical Sciences and Engineering; 3) Agriculture, Life Sciences, and Public Health; Social Sciences and Education; and 4) Business, Journalism, Information Studies, and Public Policy.

The Senior Vice President & Provost should be responsible for appointment of the members of the committee and should solicit suggestions for appropriate faculty from the University Senate. The review committee should itself have a diverse representation that is reflective of the broader campus community and program goals and objectives.

The committee will review LOIs and full proposals on an ad-hoc basis. In order to provide committee members with the appropriate context, the Provost's Office shall charge the committee, provide demographic information regarding campus and national trends in higher education, explain the University's strategic initiatives, and develop and share criteria for the committee to evaluate proposals. Any recommendation from this committee will be advisory to the Senior Vice President and Provost.

The Office of Faculty Affairs will prepare an annual evaluation report that outlines overall progress on this initiative. The report should include information regarding committee work, demographic data of submissions and recruitment and hiring outcomes.

In addition to the above recommendations, the Task Force suggests that consideration should also be given to the following implementation details:

- The University should continue to educate campus leaders and faculty about existing search guidelines, and our University's commitment to equity, diversity, and inclusion in all of our personnel practices.
- Consideration should be given to potential hires who are interested in further developing and sustaining a more diverse faculty community at the University.

- The University should leverage its strategic initiatives to help support potential faculty hires.
- The University should consider opportunities to create a “critical mass” of senior faculty as a means to provide support and a sense of community for these hires.
- The University should work toward building an interdisciplinary community of inclusion to support these hires.
- The University should review proposals as expeditiously as possible, in recognition of the time-sensitive nature of some of these hires.
- The University should consider utilizing the expedited appointment process outlined in the Appointment, Promotion, and Tenure (APT) Guidelines for these hires.
- The Senior Vice President and Provost should strongly support and contribute to spousal hires as part of this initiative.
- The Senior Vice President and Provost should assist with startup incentives.
- Colleges and Units should leverage relationships with external private and government agencies (particularly local) to identify and attract top candidates who could transition to academia.
- Colleges and Units should encourage the engagement of campus colleagues/units in faculty recruitment efforts.
- Colleges and Units should utilize visiting scholar appointments as a recruitment tool.
- Colleges and units should track their alumni and any faculty candidates from prior searches who declined offers of employment, in order to build relationships and attract future strategic opportunity hires.

## **CONCLUSION**

Members of the Task Force commend the Senior Vice President & Provost and the Senate Executive Committee (SEC) for recognizing the challenge and opportunity of creating a culture of diversity and inclusion on campus by commissioning our work. Task Force members are grateful for the opportunity to work on this issue of critical importance, to research best practices and current demographics, and to provide our best advice and recommendations. We believe that these initiatives demonstrate that transformative leadership is needed to

attract, promote, and retain a more diverse faculty. While the University has made strides over the years, we acknowledge that there is still much work to be done. The Task Force applauds the President, Senior Vice President & Provost, and University Senate for recognizing that a diverse and inclusive faculty is one lever that can transform our institution's educational mission and strategic goals for the benefit of our student body, the State of Maryland, the nation, and the world.





## University Senate CHARGE

<b>Date:</b>	June 22, 2016
<b>To:</b>	Stephen Thomas Chair, Joint Provost/Senate Underrepresented and Diverse Faculty Hiring Task Force
<b>From:</b>	Mary Ann Rankin <i>Mary Ann Rankin</i> Senior Vice President & Provost Jordan Goodman <i>J. Goodman</i> Chair, University Senate
<b>Subject:</b>	Faculty Diversity Hiring and Retention
<b>Senate Document #:</b>	16-17-03
<b>Deadline:</b>	September 9, 2016

Provost Rankin and the Senate Executive Committee (SEC) request that the Joint Provost/Senate Underrepresented and Diverse Faculty Hiring Task Force conduct a review of the University of Maryland Plan for Hiring and Retaining Underrepresented and Diverse Faculty (attached), in particular opportunity hires and the President's Postdoctoral Fellowship Program.

Specifically, the Task force is being asked to address the following regarding senior opportunity hires:

1. Review the section on targeted senior opportunity hires, with support from the Provost within the University of Maryland Plan for Hiring and Retaining Underrepresented and Diverse Faculty.
2. Consult with the Office of Institutional Research, Planning, and Assessment (IRPA) regarding current faculty demographics and campus trends in underrepresented and diverse faculty hiring.
3. Consider different models for the distribution of underrepresented and diverse faculty hires across colleges.
4. Review and propose options for advising the Provost on underrepresented and diverse faculty hires.
5. Review best practices for underrepresented and diverse faculty hiring on campus as well as at peer and other Big Ten institutions.
6. Advise on the appropriate level of support from stakeholders for these types of hires.
7. Advise on best practices for spousal hires related to these types of hires.

8. Consult with the Office of Faculty Affairs as the Task Force develops its recommendations.
9. Consult with the Office of General Counsel as the Task Force develops its recommendations.

The Task Force is also being asked to address the following regarding the President's Postdoctoral Fellowship Program:

1. Review the section on the President's Postdoctoral Fellowship Program.
2. Review similar programs with the University of California Consortium.
3. Consult with the Office of Faculty Affairs as the Task Force develops its recommendations.
4. Recommend a process for reviewing and selecting applicants to the program.
5. Provide input and guidance into a mentorship plan for fellows within the program that includes expectations of mentors and host departments.
6. Consult with the newly formed Office of Postdoctoral Affairs as the Task Force develops its recommendations.

We ask that you submit your report and recommendations to the Senate Office no later than September 9, 2016. If you have questions or need assistance, please contact Reka Montfort in the Senate Office at [reka@umd.edu](mailto:reka@umd.edu) or 5-5804.

Attachment

**Plan for Hiring and Retaining Underrepresented and Diverse Faculty**  
**June 20, 2016**

**Based on a Proposal Developed by Kumea Shorter-Gooden, KerryAnn O'Meara, & Steve Marcus**

The University of Maryland College Park (UMD) seeks to increase the hiring, retention, and advancement of underrepresented and diverse faculty. To this end, we recommend three strategies to enhance employment of and create a more inclusive environment for underrepresented and diverse faculty:

- Opportunity hires, with support from the Provost;
- Best practices in inclusive hiring; and
- President's Postdoctoral Fellowship Program.

Additionally, we recommend three strategies to support the climate, retention and advancement of underrepresented and diverse faculty:

- Mentoring Plans and Launch Committees for diverse Tenured/Tenure Track hires;
- Allies Program; and
- Extension of the ADVANCING Faculty Diversity Program.

All faculty are eligible to participate in programs to support the climate, retention, and advancement of underrepresented and diverse faculty. Programs are designed, however, with a focus on issues of concern to faculty who are members of a protected group that is underrepresented on the UMD faculty in proportion to their numbers in the United States population.

**Opportunity Hires, with Support from the Provost**

Beginning in FY 2016-2017, the Provost will provide base-budget support for the hiring of qualified underrepresented and diverse tenured faculty. Colleges and Departments will be encouraged to proactively identify possible senior hire candidates, even if there is no active search in progress. Faculty can be hired at the Associate and Full Professor ranks.

The Department Chair or Dean (in non-departmentalized Colleges) will preside over an expedited search process that provides the faculty with the opportunity to assess the candidate's credentials, interview the candidate, and vote on hiring, per the procedures for Exceptional Faculty/Staff Appointments and Search Waivers in UMD's 2007 *Procedures and Guidelines for Conducting Searches at the University of Maryland*. Even with the expedited search process, it is important that qualified candidates are fully vetted and embraced by the faculty.

The remaining base-budget salary will be covered by the Department and/or the College. The Provost's funds stay with the College as long as the faculty member is retained as a tenured faculty member. If the faculty member's employment as a tenured faculty member ends, the funds revert to the Provost's Office.

Colleges and Departments are encouraged to consider cluster hires, including cross-departmental and cross-college hires. Cluster hires are known to support the retention and success of underrepresented and diverse faculty. These dollars will generally not be used to support a faculty member who emerges through a traditional search process, for whom the College/Department has pre-existing financial support. In the event that a faculty member who enhances faculty diversity is hired by a College or Department that is piloting best practices in search and selection (see the next section), however, funding requests to support candidates who enhance faculty diversity who emerge from a traditional search may be considered.

To receive the funds, Deans will forward a proposal for specific target of opportunity hires to the Provost on a monthly basis.

### **Best Practices for Inclusive Hiring: Pilot with UMD Colleges for 2016-2017 Hiring Cycle**

Decades of best practices and careful study have resulted in a series of empirically tested programs and processes to achieve underrepresented and diverse hiring outcomes. These practices have been successful in our Big 10 peers in hiring underrepresented and diverse faculty.

Among the proven best practices are: (a) requiring diversity in the short-list of finalists that comes to campus (b) providing unconscious bias training for search committee members (c) providing search committees a discipline/field-specific data report on the diversity of graduates of peer doctoral programs and faculty in peer institutions (d) attention to the way the position is described, advertised, and networked.

UMD will work with multiple colleges in 2016-2017 to pilot all of these strategies. We will then assess and refine the program before expanding to the remaining colleges the following year. The enrolled colleges will agree to (a) attend a one-hour meeting on best practices in developing a search plan to define and market the position (b) engage search committees in unconscious bias training before candidates are chosen for on-campus interviews and (c) include underrepresented and diverse candidates in the short-list of qualified finalists who are brought to campus. The colleges' search committees will also be provided a report or scorecard of diversity in their field and peer institutions to assist in their search.

### **President's Postdoctoral Fellowship Program**

Like the University of Colorado and the University of Michigan, UMD will enter into a collaborative partnership with the University of California to offer postdoctoral fellowship

opportunities at UMD. See the **Note** at the end for how this would be part of a program for hiring a more diverse tenure track faculty.

Here is the University of Michigan's description of its program:

*In this program, the University of Michigan now offers postdoctoral research fellowships in science, technology, engineering, mathematics (STEM), economics, and political science, coupled with faculty mentoring, professional development, and academic networking opportunities. The University of Michigan views these postdoctoral fellowships as providing an exceptional opportunity to recruit potential new faculty to the University by offering the possibility of either a postdoc alone or a combined postdoc and tenure track faculty appointment. The University seeks applicants whose research, teaching, and service will contribute to diversity and equal opportunity in higher education. The program is particularly interested in scholars with the potential to bring to their research and undergraduate teaching the critical perspective that comes from their non-traditional educational background or understanding of the experiences of groups historically underrepresented in higher education.*

**Eligibility:** *Applicants who are not U.S. citizens or permanent residents when the application is due will not be considered.*

**Terms of Appointment:** *The University of Michigan President's Postdoctoral Fellowship Program (PPFP) awards fellowships in the fields listed above for research conducted under faculty sponsorship. The annual award provides a salary of \$50-60,000, depending on the field and level of experience, and \$10,000 for research and professional development. The award also includes enrollment in health plan for fellow and dependent(s), group life insurance, three weeks of sick leave, and one month (non-accrual) of vacation. President's Postdoctoral Fellows are expected to (1) establish residence and participate in academic life at the campus of their postdoctoral appointment, (2) focus full-time on research and avoid other commitments such as teaching or additional employment, (3) meet regularly with their faculty mentor, and (4) attend the PPFP professional development programs.*

**Expectations for Mentors:** *President's Postdoctoral Fellowship mentors are usually tenured faculty who are expected to (1) take an active role in helping the fellow to plan and achieve his or her research goals, (2) assist the fellow in establishing a visible presence in department, (3) facilitate opportunities for the fellow to participate in national and international research meetings, (4) encourage the fellow to focus full-time on research and avoid other commitments such as teaching or outside employment, (5) assist the fellow in seeking opportunities to present papers or to interview for faculty positions, and (6) attend the program professional development activities such as the annual gathering.*

**Expectations for Host Departments:** *Host departments are encouraged to welcome the fellow into the department and make every effort to ensure that the fellow is included in communications about departmental colloquia, seminars and social events. Host departments*

*are expected to provide the fellow with information about salary and benefits and administer the fellow's research and professional travel funds. Host departments are expected to provide the fellow with appropriate office space and routine administrative support. In addition, President's Postdoctoral Fellows should be provided with opportunities for career development, including consideration for a faculty position at the University of Michigan.*

**Note:** Interested departments can proactively take steps that include a plan that articulates how the department might assess applicants' suitability for a 'preemptive' tenure-track offer at the same time as the President's Postdoctoral Fellowship is offered. It is recommended that this be the norm at the UMD, and that postdoctoral fellowships be offered in conjunction with diversity hires if possible.

### **References on Best Practices in Hiring**

Tuitt, F.A., Danowitz Sagaria, M., & Turner, C. S. Viernes (2007). Signals and Strategies in Hiring Faculty Of Color. In J.C. Smart (Ed). *Higher education: Handbook of theory and research*, 22, 497-535. Dordrecht, Netherlands: Springer.

#### The Effect of an Intervention to Break the Gender Bias Habit for Faculty at one Institution: A Cluster Randomized, Controlled Trial

Molly Carnes, Patricia G. Devine, Linda Baier Manwell, Angela Byars-Winston, Eve Fine, Cecilia E. Ford, Patrick Forscher, et al.

#### Minimizing the Influence of Gender Bias on the Faculty Search Process

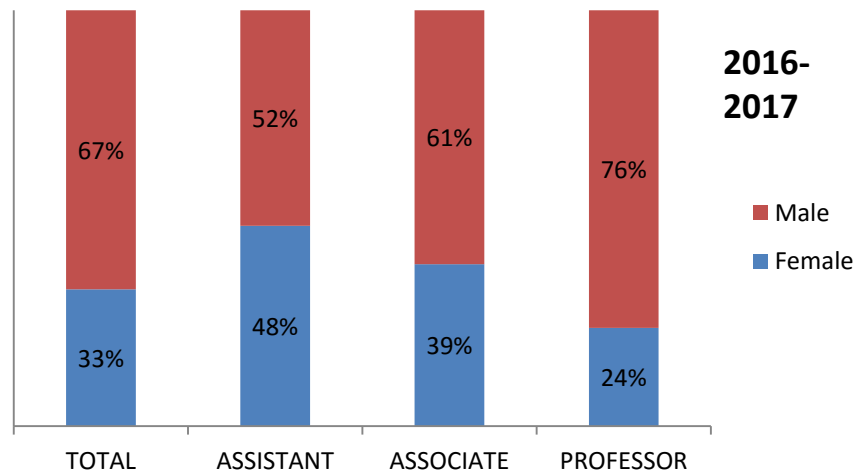
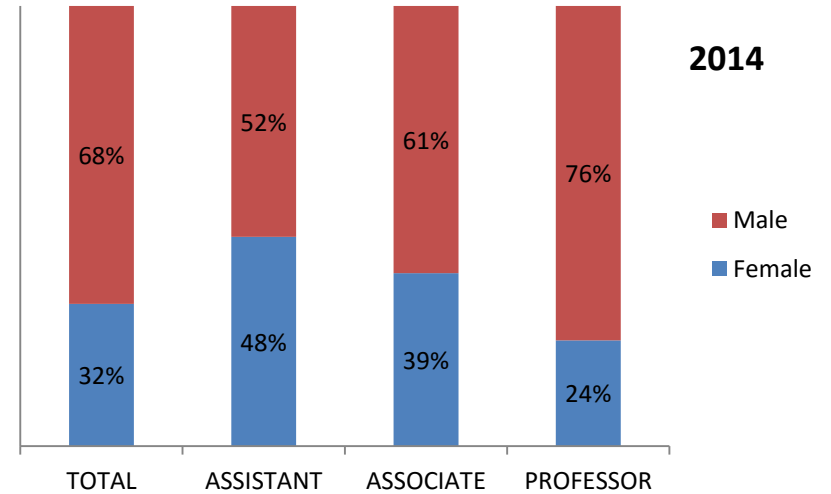
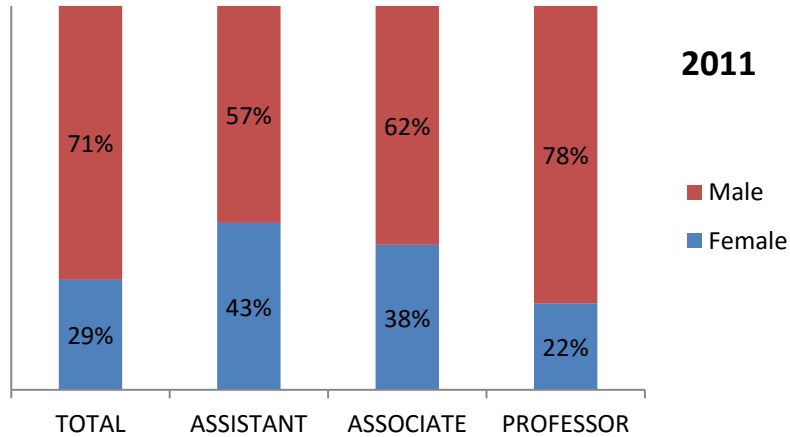
Eve Fine, Jennifer Sheridan, Molly Carnes, Jo Handelsman, Christine Pribbenow, Julia Savoy, and Amy Wendt

Sheridan, Jennifer; Eve Fine; Molly Carnes; Amy Wendt; and Jo Handelsman. 2015. "Searching for Excellence & Diversity<sup>®</sup> Workshop: Improving Faculty Diversity by Educating Faculty Search Committees." In *Personalauswahl in der Wissenschaft* (C. Peus et al., Eds.) Berlin: Springer-Verlag.

Now Hiring! Empirically Testing a Three-Step Intervention to Increase Faculty Gender Diversity in STEM <http://m.bioscience.oxfordjournals.org/content/early/2015/10/09/biosci.biv138.abstract>

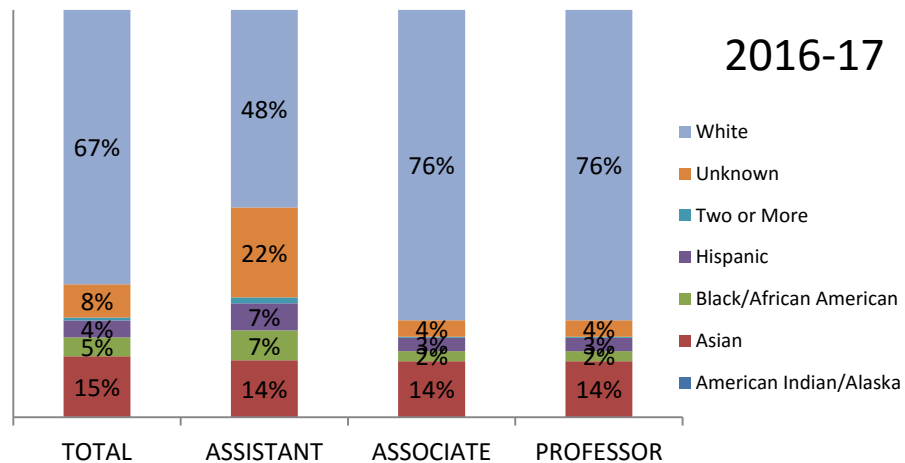
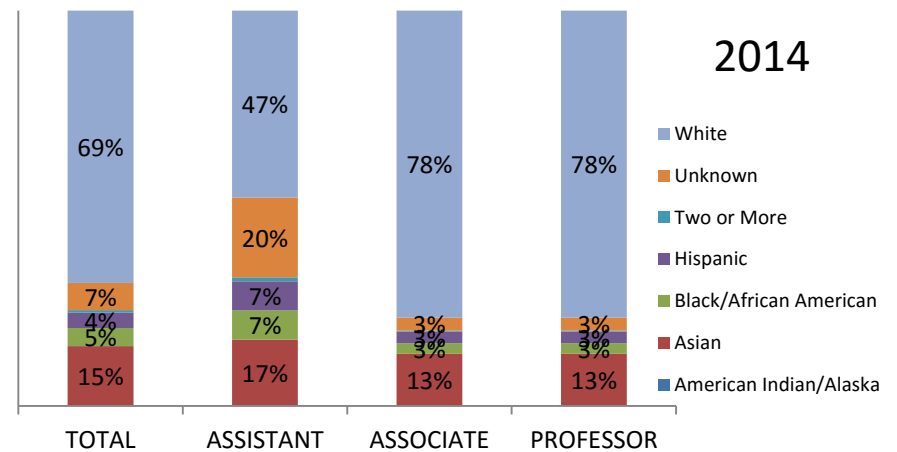
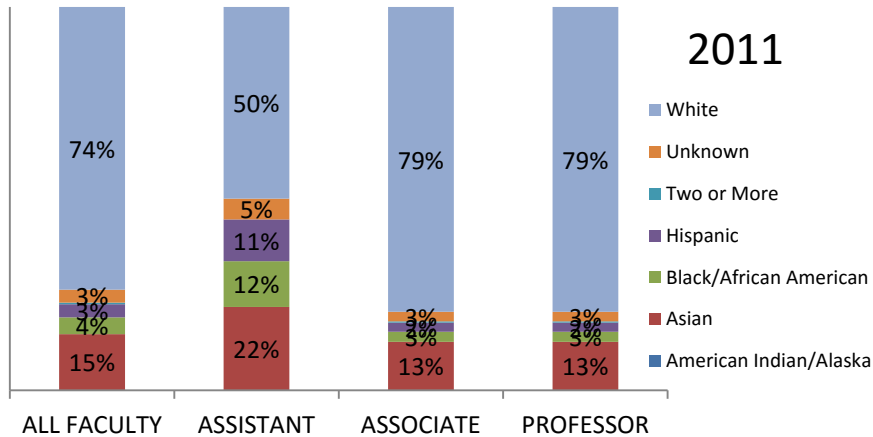
## Appendix 2 - UMD Demographic Graphs of Tenured/Tenure-Track Faculty

### Gender Demographics Tenured/Tenure Track Faculty



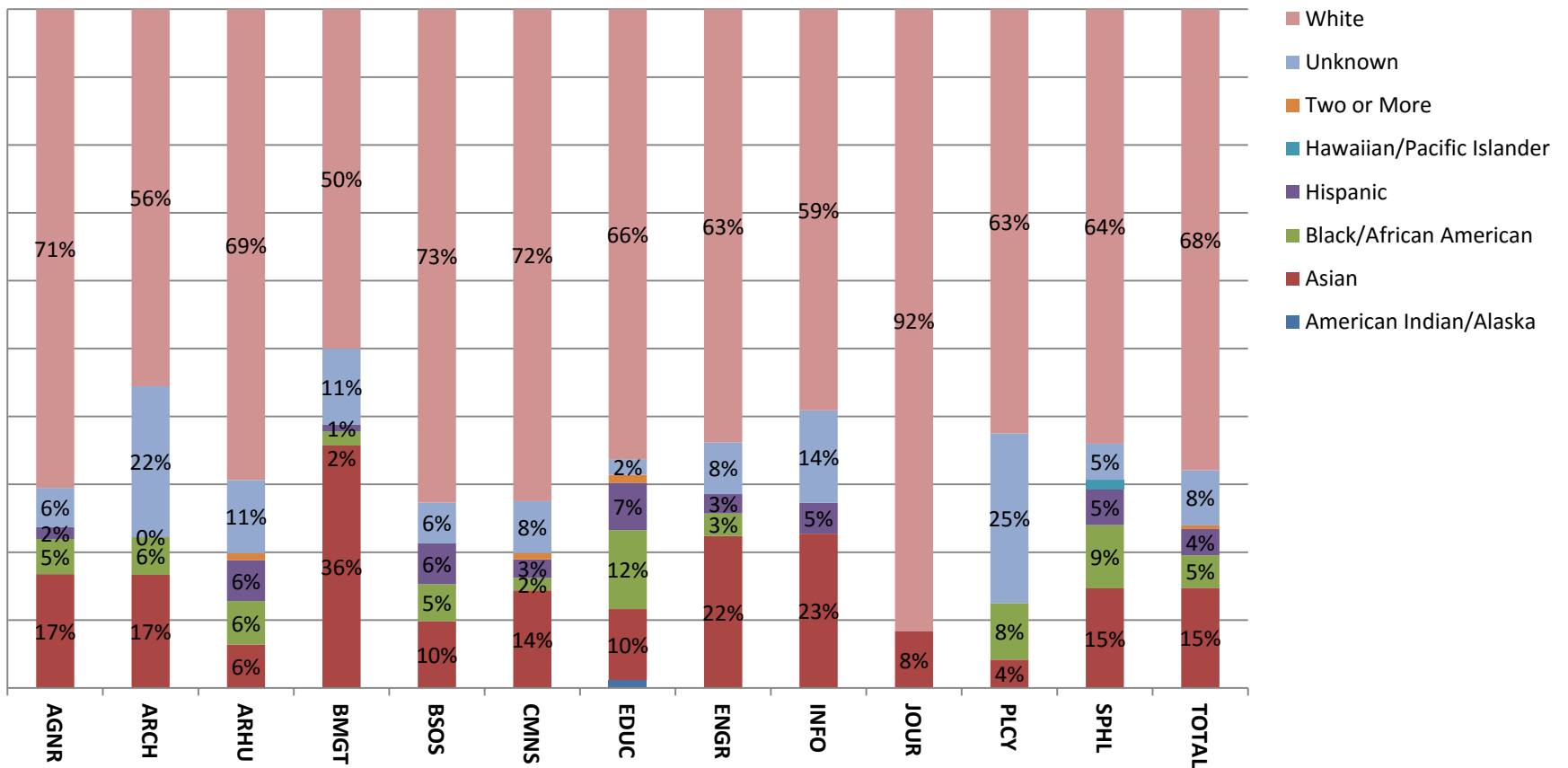


## Race/Ethnicity Demographics Tenured/Tenure Track Faculty





# Race/Ethnicity Demographics by College Tenured/Tenure Track Spring 2016



## Appendix 4 - Best Practice Interview Questions

### Task Force for Underrepresented and Diverse Faculty Hiring

#### Questions to Consider for Best Practices

- (1) Does your institution have a definition for “underrepresented” individuals or “diversity” in the recruiting and hiring process for faculty?
- (2) What factors have you found to be most useful to persuade senior faculty from underrepresented groups to leave one institution to come to another institution?
- (3) What factors have you found to be most useful in retaining senior faculty from underrepresented groups at your institution? Do these factors differ in importance depending on the academic discipline? Do these factors differ in importance depending on the group?
- (4) For hiring support of these faculty at a campus-level, how is distribution across colleges and/or departments determined? Is it first-come, first-served; spread equally; or are targets identified?
- (5) Have you found cluster hires to be helpful in recruiting senior faculty from underrepresented groups? If so, is it helpful if the cluster hires are in the same or related academic disciplines, or is the hiring of greater numbers sufficient on its own?
- (6) How important is the issue of spousal hires in recruiting senior faculty from underrepresented groups? What model do you use for spousal hires, related to these faculty?
- (7) What models have you used, or know of, for stakeholder contributions to these types of hires? (For example, 33% central administration, 33% college, 33% department.) Is there a time duration to this support, or is it for the life of the appointment? Is there a distribution model for providing one-time funds, such as startup assistance?
- (8) What are your models for criteria and selection of post-doctoral fellowship programs? Are any programs offered outside of the STEM fields?
- (9) What are your mentorship plans for post-doctoral fellows, mentors, and host departments within these programs?
- (10) Do you regularly hire faculty from your post-doctoral program? How does the transition work?

# Revision of Intellectual Property Policy

Robert Dooling  
Chair of the Campus IP Committee

## Brief History of the IP policy:

- Current IP policy based on a 2003 USM template that is badly out of date and needs revision
- Several years ago the VPR appointed an IP Committee to:
  - Shorten the policy
  - Make it more coherent and understandable
  - Amend it to reflect recent legal decisions
- A proposed revision met with Senate criticism last fall
- The IP Committee is now addressing these issues

# Major Senate Concerns Raised on Revised IP Policy as Presented in Nov 2015

- Copyright
- On-line courses
- Software
- Revenue sharing
- Scope of Employment

# Copyright

Current Policy	The Univ does not claim copyright in traditional scholarly works except under certain circumstances.
Revision 2015	The Univ holds copyright in scholarly works, but transfers ownership back to personnel in most instances.
Proposed Revision 2016	The Univ does not claim copyright in traditional scholarly works except under certain circumstances.

# On-Line Courses

Current Policy	Ownership determined by written agreement between Univ and Personnel
Revision 2015	Ownership determined by written agreement between Univ and Personnel
Proposed Revision 2016	On-line Courses, Programs, and Materials treated as a traditional scholarly works in which creators hold copyright, but grant Univ a free right to use them for so long as Univ wants to

# Software

Current Policy	Software treated under a separate section from patents and inventions but simply repeats the language in the patent and invention section
Revision 2015	Eliminates separate section for software with software treated as an invention under patent law
Proposed Revision 2016	Software treated under invention section but creators may request that it be treated under the traditional scholarly work/copyright section

# Revenue Sharing

Current Policy	Too cumbersome to describe
Revision 2015	<ul style="list-style-type: none"><li>▪ First \$5,000 to creator</li><li>▪ Reimburse Univ for patent costs</li><li>▪ For next \$100k (25% creator, 25% to Univ, 50% to Dept)</li><li>▪ Over \$100k (28% creator, 32% Univ/OTC)</li></ul>
Proposed Revision 2016	<ul style="list-style-type: none"><li>▪ Net revenue defined as gross revenue less unreimbursed patent costs</li><li>▪ First \$10,000 of Net Revenue goes to creator(s)</li><li>▪ Subsequent Net Revenue: 50% to creator(s), 25% to Dept, 25% to Univ/OTC</li></ul>



# Scope of Employment

Current Policy	Term applies to staff but not faculty
Revision 2015	Term applied to all employees
Proposed Revision 2016	'Scope of Employment' term dropped and replaced with the concept of Univ directed work

# The Bayh-Dole Act of 1980

- Prior to 1980, the government owned what was created from federal grants
- Bayh-Dole act gives ownership of IP to universities if:
  - They share income with the inventors
  - Use the remainder for scientific research and education
  - Inventors assign their rights to the University
- Much of our Campus research is governed by Bayh-Dole
- Because of Bayh-Dole, the University has reporting requirements to the government on inventions

## Some key elements remaining unchanged

- *Students own all rights, title, and interests in inventions, software, research data, and tangible research materials they create in performance of their academic work.*
- *The policy remains exceedingly flexible in that any requirement of the policy can be waived by the VPR*
- *Policy requires a IP Committee consisting of faculty, staff, and students to advise VPR/Campus on specific issues and any need for policy changes.*

Q: I usually sign over copyright of my work to the publisher, what does it mean for me that the University “reserves the nonexclusive right to use Traditional Scholarly Works for educational or administrative purposes consistent with its educational mission and academic norms?

*A: By way of example only, it means the University/author would be able to reproduce and distribute the journal article to students for use in a class*

# UMD Title IX Update

University Senate Meeting

October 6, 2016

*Presented By:* Catherine A. Carroll, Title IX Officer

## Title IX

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

# Title IX Response

## Informed by:

- Title IX; and implementing Regulations
- Campus Save Act
- Clery Act
- Department of Education, Office of Civil Rights, Formal Policy Guidance Documents
- Resolution Agreements
- Case law

# Comprehensive Response

- We must **interrupt** the sex discrimination (in whatever form it takes);
- **Prevent its reoccurrence**; and
- **Remedy its effects**



# Intersections

- Title VII – prohibits sex discrimination in employment
- State employment law (statutory and case law)
- Due process

# Institutional Framework

- Response established in March 2014
- Significant lack of infrastructure for effective, timely response
  - Staffing
  - Policies
  - Procedures
  - Coordination

Institutional Culture

# Title IX Framework at UMD

## Training and Education

- Need for Comprehensive Prevention Programming
- Bystander Intervention - STEP UP!
- UMD Public Awareness Campaign - **Rule of Thumb**
- Compliance training for faculty, staff and students
- In Person Training – RUE Obligations

# Title IX Framework at UMD

- **Complaint Response (Monitoring)**

- Sexual Misconduct Policy & Procedures
- Separate procedures for Students, Faculty, Staff
- Non-Discrimination Policy & Procedures

- **Coordination**

- UMPD,
- Student Conduct,
- Staff Relations,
- Faculty Affairs,
- Office of General Counsel,
- Others

# Sexual Assault Climate Survey

## Student Experiences & Environment Survey (SEES)

- 18 – 25 year old, undergraduate students
- 40.4% response rate
  - 53.4% female,
  - 45.7% male,
  - .9% trans/queer/other

# SEES Results :

## Sexual Assault I & II Experiences

*\*Inclusive of prefer not to say*

❖ 15.3%

- 9.4% male
- 20.2% female
- 21.2% trans

# SEES Results

## Beliefs About Sexual Assault

- Almost 48% were undecided about whether SA is a problem at UMD
- Almost 50% believe SA can occur unintentionally and 26% were undecided
- More than 50% believe they can do something about SA, while almost 40% were undecided about whether there is something they can do about SA
- About half said they know about resources and where to report and go for help, while the other half did not

# Sexual Misconduct Caseload 2015-2016

- 243 reports (184 from students)
- 92 complaints (61 from students)
- 56 investigations (28 from students)
  - 15 student rape investigations
  - 7 found not responsible: 4 Expulsions; 3 Suspensions; 1 Disciplinary probation



# What We Know

❖ **15% of our student body has experienced sexual assault since coming to UMD (SA I & SA II).**

- 10% of our student body has experienced SA I (rape) since coming to UMD

❖ **Perceptions of the Problem**

- More than half the student body is undecided or believes sexual assault is NOT a problem at UMD.

❖ **70% have not been engaged with this issue**

❖ **75% have seen posters about the Rule of Thumb campaign**

# Wrap Up

- STEP UP! Program in UNIV 100 Courses
- Counseling Center – SA Support Groups
- SGA Fee Proposal to Fund TIX Office
- TIX Accommodations for Students
- Increased Coordination with UMPD

Thank you!

Questions???



## UMD Sexual Assault Climate Survey Highlights

June 2016

### **Sample Demographics**

- 18 – 25 year old, undergraduate students
- 3947 (40.4%) response rate
- 2108 (53.4%) female, 1803 (45.7%) male, 36 (.9%) trans/queer/other
- Before coming to UMD, 3188 (88.0%) had sex education
- Before coming to UMD, 1486 (41.1%) had no previous sexual experience

### **Beliefs About Sexual Assault**

- 1729 (48.4%) believe sexual assault can happen *unintentionally*, 926 (25.9%) were undecided, 916 (25.7%) said it cannot happen unintentionally.
- 1144 (32%) believe sexual assault occurs when someone agrees to sexual intercourse and then changes their mind when it is too late; 1252 (35.1%) were undecided, and 1174 (32.9%) do not believe sexual assault occurs for that reason.
- 1378 (39.0%) believe sexual assault is a problem at UMD; 1685 (47.6%) are undecided; and 474 (13.4%) do not believe it is a problem
- 1824 (51.6%) believe they can do something about sexual assault; 1399 (39.6%) are undecided

### **Beliefs About UMD Handling of SA Reports (not UMPD)**

- 2195 (58.0%) believe UMD would conduct a fair, prompt and impartial investigation; 842 (22.2%) were undecided; 3534 (9.3%) believe UMD would not conduct a fair investigation
- 2326 (61.4%) believe UMD would handle report fairly; 863 (22.8%) were undecided
- 2677 (70.6%) believe UMD would take report seriously; 535 (14.1%) were undecided
- 2866 (75.6%) believe UMD would offer support and resources; 487 (12.8%) were undecided

### **Exposure to Information about SA (written or verbal information)**

- Reporting SA: 1750 (49%) indicated they received information about how to report sexual assault; 1820 (51%) said they had not received such info.
- Where to Go for Help: 1927 (54%) said they knew where to get help if someone they knew was assaulted; 1643 (46%) said they did not

### **Involvement in SA Education/Activities**

- Attended Bystander Training: 996 (27.8%) said yes; 2584 (72.2%) said no
- Attended Rally or Campus Event: 314 (8.8%) yes, 3266 (91.2%) said no
- Seen Posters: 2673 (74.7%) said yes, 907 (25.3%) said no
- Have Been or Are Currently Involved in SA Education Efforts: 354 (10%) yes, 849 (24.0%) undecided; 2329 (65.9%) are not

### **Sexual Assault Experiences (Inclusive of SA I & II) *\*Inclusive of prefer not to say***

- 15.3% (544 total)
- 9.4% (152 male)
- 20.2% (385 female)
- 21.2% (7 trans)

### **Resources Accessed for Help with SA**

- 22.6% (83) CARE to Stop Violence
- 16.1% (59) UMPD
- 24.0% (88) Counseling Center
- 22.1% (81) Health Center
- 21.1% (77) Mental Health Services
- 14.2% (52) Chaplains